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JANUARY 1949

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Cover
Picture

BRIGHT BE THY TOMORROW

I cannot take you all the way,
But I can put you on the road,
and I can pray
That with my heart I've made you
strong
So that, perhaps, the road won't
seem so long.

Sadie Hurwitz.

Photograph by Marvin Wernick, Venice, California

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Recreation

January 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Parks and Recreation



AMERICANS very early began setting aside landscaped parks.

Settlers could wander off from the settlements into the primeval woods—ostensibly to hunt and fish, to secure food. Undoubtedly many men excused themselves to go for food when they really wanted to enjoy the beauty and the wildness of the trees and the streams and the hills.

As more and more land came under cultivation, still each farm kept its wood lot. And more of value than firewood and lumber came from the woods.

Men began to live more in cities, in towns, in villages, but for most there remained sentimental attachment to the good earth, the old homestead. A limited number of men were ready to give of their land that it might belong permanently to all the people, that it might be a public park. One man had himself enjoyed sitting under the trees on a high hill in his native city and watching the fishing boats sail out of the harbor after a storm. He donated the land for all the people. For a thousand years others will sit in the same park and in his name enjoy the same kind of scenes that gave him pleasure. The park has given him immortality. He has a memorial not in the cemetery but among living men and women and boys and girls. Twice blessed, yes, many times blessed, is the man who

gives a public park.

Many different currents of thought and action united to form the recreation movement, but a vital and fundamental part was the public park movement with its emphasis on beauty, on the out-of-doors, on nature. The recreation movement would not have the standing it has today but for the extent to which the American people early accepted the idea of establishing for all the people attractive open spaces to be known as parks.

Recreation leaders have not always recognized publicly how much the recreation movement owes to parks. Today, throughout America, the parks carry on a tremendous recreation program. In truth, what is there being done by the park boards of the country that is not a form of recreation for the delight of the people? Nowadays many areas in the parks are devoted to creative recreation and sports. At the same time, all recreation people now recognize the value of keeping certain areas that are particularly dedicated to beauty and are not turned over for sports.

Parks are recreation, and no one can conceive of recreation without parks. Sunday in the park has become a by-word. Parks are taken for granted, as are roads, as are drinking water, air, sunshine. Living without public parks is unthinkable.

HOWARD BRAUCHER



THE SPIRIT OF SKIING*

Ornulf Poulsen

TO BOYS ALL over the world, or at least the lucky part of the world which has a winter, the first snowfall is a joyous thing. But to us in Kristiania the first flakes meant the beginning of months of absolute pleasure only reasonably interfered with by school; months of afternoons when a pack of us would go running on skis from two until seven—for they were considerate enough to close school at two—months of ski-jumping and moonlight parties. It was only a short journey from the heart of the capital of Norway to the woods, in those days, and on Saturdays and Sundays everybody, who possibly could, made that journey. The nation strapped itself to wooden runners and went skylarking, forgetting its worries, strengthening itself with exercise and ozone—as it still does. I do not think it is saying too much to attribute our high average of national health and national serenity of disposition to the ski. But, best of all, the use of skis increases. You will see the tiniest youngsters toddling around on small skis on vacant lots and in the parks in the heart of the city, and gray-haired gentlemen are encountered on every forest trail. Most significant is the fact of the Sunday outing for those whom factory and office have claimed during the week. Suppose you are a salesman in some stuffy shop; you can remake yourself at least once a week, from November until April, in the following fashion:

You get out of bed before the sun has risen, and cheerfully for once, because you know what is ahead. A tram, with a carrier on the outside for your skis, could bring you beyond the outskirts

of the city in less than an hour, and you might alight anywhere, buckle on your skis, and strike out into the open woods. But this Sunday you are more ambitious. You know of a mountain that rises somewhat beyond the timberline, and you want a taste of that exhilaration which comes only from swooping down great snowy slopes—and so you take the train.

The sun has begun to temper the cold by the time you have reached the starting place. There stands the mountain before you, rising bald and glistening from a zone of snowy spruce. It feels good to be on skis again, feels good even to have the pack on your back. It will be lighter after lunch, too, you think complacently.

The road tapers into a trail, the trail begins to wind up the mountainside. The sunlight seeps into your blood and the cool air, which searches out the farthest corners of your lungs, seems almost to lift you off the ground. The sun plays on the snow-covered trees, between which the sky shows intensely azure. The temperature is still below zero, but you begin to shed your windproof jacket and sweater, and it feels as hot as May unless you are in the shade.

The trees commence to get smaller. Now even the tall firs are heavily draped with icy snow and the smaller trees resemble an army of the queerest shaped dwarfs, which have suddenly been frozen stiff in the very act of attacking an enemy.

At last you leave the thin line of evergreen shrubs behind and emerge on the open slopes of snow. The sun has turned them into a field of brightness, and this light, joined with the fresh air, altitude and stimulating cold, contrives to rid you of any fatigue you think you should feel. Instead

*Reprinted from *Skiing, With a Chapter on Snowshoeing*, by Ornulf Poulsen. Copyright 1924 by The Macmillan Company, publishers.

of being the least bit weary, to your amazement you feel like a child. You have a great desire to turn a somersault, or do some other stunt which would hardly occur to you to perform in your shop. The snowfield rises sharply into the sky, so blue against the whiteness, and so near that you think you could reach it by stretching out an arm.

It occurs to you to turn around and see the valley from which you have come. It seems far now. The river is a dark winding line, and the railroad is a mere hair. The village with its church looks like a collection of toy houses, each distinctly visible because the air is so clear.

It is pleasant to go in any direction you desire, unencumbered by obstacles; it is pleasant to look so far on every hand. It is very pleasant, too, enthusiastic skier that you are, to reach the top, and, sheltering yourself behind some out-cropping rock, to plunge into that luncheon which seemed so unnecessarily large on the way up, and now is so ill-matched against your appetite. You find the noon sun surprisingly warm, and its rays reflected from the snow, in addition to your spare clothing, keep you comfortable during the hour's rest; although it is doubtful if the mercury, in the wind, would register much above zero.

The best is yet to come. Your anticipation has really been focused on the descent, and the climb has merely worked you up into the necessary physical condition to enjoy it. You know that you are master of your skis, that you can turn right or left as occasion demands, or come to a standstill if that be best. It was good to reach the top, good to see county after county spread before you in blue and green and white. But to don your wind-proof jacket, put on the empty knapsack and push down the inviting slope—that is the great moment.

The air is now a cold stream on your face, nipping at your nose and chin. But you are too busy, too keen to notice such small matters. You indulge yourself in speed, feeling the joy of mastery, the elemental delight of going fast; but the best thrills still lie ahead. In a regrettably short while you have finished what took you that hour to climb and are passing into the forest. Here you have the added pleasure of exercising your skill. The trail winds. You must now stem, now brake with your poles, ever watching each turn and twist of the way, wondering, with the excitement of a child in the dark, what terrible things may lie around the corner, and yet knowing that you are master the while. Perhaps you get reckless for a moment and let your craving for speed get the better of your wisdom; you reach a slope whose steepness you had forgotten. This is really alarming, you

think, and begin to lose confidence in yourself. Next moment you realize that you have tumbled in four feet of snow. What painless perils!

Midwinter days are short and the sun has turned the mountain top to flame and plunged the valley into purple by the time you reach the railroad station. Perhaps you are astounded to arrive at the place intact. Yet it is always so. That is one marvellous fact about this greatest sport. If you have learned the art correctly, and take only the chances that are not positively foolhardy, the number of injuries is incredibly small, and, of that number, the really serious ones miraculously few. Perhaps on the train you will meet fellow-adventurers who have taken other trails, and you sleepily (and hungrily) compare notes on the way back to the city. The city it must be, but only for six days, and then new pleasures in fresh fields.

The above account is not an imaginary description, but was my almost weekly fortune for years, and could stand for the diary of thousands. It never ceases to amaze me what pleasure the elongation of one's feet—which is really what the ski is—can give. It also never ceases to amaze those who try it for the first time, no matter what their age. In America, where learning to ski has not been done simultaneously with learning to walk, it does not occur to the elderly that here is a gentle pastime for which they are not unfitted. At least anybody under eighty is not. The beginner can get real enjoyment from the slightest slope. The expert, on the other hand, need never run out of ticklish places to try his skill. Skiing is adaptable to everybody.

After this fact of universality, I think the most valuable aspect of the sport is in the realization that it gives you a freedom hitherto undreamt. On foot you were limited to shovelled walks; on skates, to cleared lakes or covered rinks. But with skis on your feet the whole, wide, snow-covered world becomes your playground. Swamplands and bunnis which were monotonous in summer, if not impassable, become highways to desirable places. The untrailed ranges of mountains are made accessible, and new beauties opened up which might never be seen, except by this medium.

There are still other arguments, if one were looking for arguments in a debate which has only one side, for a wider adoption of skiing in America. Next to walking, it is the cheapest of all sports. For the mileage enjoyed, it is even cheaper than walking, since skis do not need to be half-soled every hundred miles, nor every thousand. And it offers more relief than walking, since the top of every hill means a slide. Further, skiing is

the least monotonous of the universal sports. No two hills are alike, no two trails offer the same curves, runs and surprises, and even if you are limited to an after-supper radius of miles, no two days are alike as to speed and other conditions.

Let those lithe and friendly runners speak for themselves, as they are doing. In this country, on snowy Saturdays and Sundays, out of every great city in the northern states, healthy looking youngsters can be observed traveling with their skis. For it is quite possible to find good skiing

within an hour of most of our metropolitan pavements. And even when the thaws come, you find fair skiing in the woods.

I would speak now only of the spirit of the sport, and try to suggest to those who have not ventured out of the highway and the beaten track what they are passing up. For on the ski trail lies tingling health; on it lies beauty and, at the end, a self-satisfaction which is the basis of content. It is this inner joy which accounts for the sentimental enthusiasm that all skiers have for their sport.



Good program must be cultivated

IF I WERE to advise a man new to the field of recreation administration with reference to enriching his program, I would want to postpone that consideration and check first the diversity and balance of the activities already being promoted within his area. I would first check and gauge his program against such basic statements as those contained in "Fundamentals in Community Recreation" and "Nineteen Recreation Principles," published many years ago by the National Recreation Association—but still good. I might even wish to weigh and evaluate the results of his activities in terms of the commonly accepted aims and objectives of recreation programs.

Assuming our new administrator did find a fairly well-balanced program in his locality, but was somewhat dissatisfied with the scope and number of activities being carried on, and granting he was disappointed in the number of acres devoted to parks and recreation, the development of recreation buildings and facilities thereon—what practical suggestions can we offer for the enrichment of that program?

In an effort to keep these suggestions on a practical, usable basis, and without too much presump-

tion on my part, I have attempted to list herewith seventeen simple suggestions which I trust are sufficiently down-to-earth to be practical—especially to those who are relatively new to administrative responsibilities in the field of recreation. As P. T. Barnum once said, "If I shoot at the sun, I may hit a star." And I might add that "low aim, not failure, is crime."

Seventeen Suggestions

1. No doubt most of the longer established recreation departments drag along, year after year, with activities or programs that have long since ceased to pay in terms of participation and unit cost. Let's not allow our staff members to change merely the dates on old bulletins outlining such programs and re-issue them, year after year, in a blind routine fashion; let's not be afraid to challenge the effectiveness of even our own pet activities; let's keep out of that rut and substitute new and better activities for old and worn out ideas. We admit that buildings and farms run down and wear out, need maintenance and rejuvenation; let's not falsely assume that activity programs can run forever on their own momentum.

2. Television is something new; it is an ex-

Enriching the

Walter L. Scott

panding field; it may become as common and, possibly, almost as inexpensive to enjoy as radio. Right now television sets are expensive and beyond the reach of most children and families. Many adults enjoy television in their clubs; why can't we bring this new thrill to thousands through our social recreation centers, including youth clubs, as we have, in the past decade, provided phonographs and juke boxes?

3. Reasonably priced radio-phonograph combination sets now come equipped with wire record-

cilities could be used evenings and for overnight camping.

6. Day camping, well-developed in a growing number of cities, has great potential possibilities for program enrichment. This fine outdoor activity should be better developed; camping is one of the finest programs from the viewpoint of carry-over values. In Long Beach we have only one such camp; we could use three.

7. Several fine activities, such as sailing, cannot be enjoyed by the average boy and girl because they cannot afford the rigs and gear. Why shouldn't a recreation department maintain a small fleet of sailboats? The children might even be asked to help build and maintain them for the thrill of sailing. Adult groups or aquatic clubs might be induced to help acquire such a fleet.

8. Public librarians are often willing to place one or more bookmobiles on a city-wide playground run. These specially constructed, light motor trucks bring library services to each neighborhood on a regularly scheduled basis. (See page 439.) In Long Beach, phonograph records, as well as books, are made available in this way. This program has been quite successful and is recommended to others.

9. Fishing is one of the most popular sports in the country. The Fly and Bait Casting Club in my own city operates a complete program of fly tying, bait casting and related activities, including an outstanding social program, in cooperation with the Recreation Commission. Plans now are being made to sponsor youth clubs whose members will be taught by adult club members. Here is program enrichment without extra cost to the recreation department.

10. Recently I witnessed a newsreel picture showing a Santa Monica woman gathering the palm tree fronds that fell to the streets in her neighborhood. By stripping the fibres, a large quantity of strong weaving material was secured for making numerous baskets and several other useful things, which she painted in beautiful colors. As recreation people, we should be more resourceful, creative and have the determination to activate some of our big dreams—to do more original thinking and acting and not recoil from the human resistance we are apt to encounter when something new or different is suggested.

11. Too many of our recreation clubhouses, youth clubs and other social centers have the drab atmosphere of sheds, barns or garages. I should think a constructive step would be taken if we, as a professional group, would set, as a goal for ourselves, the construction and finishing

Recreation Program

In this, the New Year, it might be well to take stock of our over-all program. Does it measure up in terms of our aims and objectives? The Director of Recreation, Long Beach, California, makes some suggestions.

ing equipment. A wire costing \$4.90, that will take twenty records and play one hour without "commercials" or other annoyances, can be purchased. Imagine the thrills this equipment would bring to drama and music groups, or to youth clubs, to mention only a few groups.

4. In some sections, camping programs are on the march. Several cities in Michigan have pioneered a new type of camping for elementary school pupils, with the children going to camp on school time, with school credit and A.D.A revenue allowed. San Diego has a similar camp and Long Beach is now attempting to complete arrangements for such operation in its new \$30,000 municipal camp in the Sierra Madre Mountains.

5. Why couldn't Boards of Education provide a "camping corner" on many school playgrounds—a ground plot, a few trees, shrubs of various species, a multiple purpose oven, a fire ring, picnic tables and, possibly, a pet pen? This type of development could also be incorporated in park planning, perhaps on a more expanded basis. School children, family groups, Scout troops, Camp Fire Girls and similar organized groups could find rich and joyful living experiences, for the fa-

of such centers in a way that the net results would show facilities at least thirty per cent as attractive as the average hotel cocktail bar.

12. In New York City, children's playgrounds have been equipped with miniature playhouses, beautifully designed and constructed to scale, and brightly painted. Inside is one room, large enough to accommodate three or four at a time. I don't know why most departments have been so slow in following such a lead.

13. In many a city recreation department only one tiny nature museum can be found when thirty would not be too many; the same could be said, for instance, of hobby centers, day camp sites or night-lighted tennis courts. We often boast of such programs in our annual reports but, honestly, aren't we spread critically thin in some strategic areas?

14. I can recommend our department's type of family night programs to others who are looking for enrichment in this direction. Here is appeal, participation, and from it comes joyous comradeship in a program easy to promote and not costly to finance. In a typical program, parents come to the playground with their children and bring their box dinners. For an hour the playground buzzes with games and activities of all kinds; both parents and children participating. Dinner is an enjoyable social experience when new acquaintances are formed. The typical evening program includes singing, and possibly a playground drama or a home talent show; often a movie tops off the evening's entertainment. This program is growing rapidly in popularity in our city.

15. Professional recreation books and magazines are made available to our school and municipal recreation staff members through the Board of Education's professional library for teachers. This arrangement has brought enrichment to our program; many workers unable to purchase these aids as individuals enjoy reading up-to-date professional literature.

16. Recreation surveys often point out to the public weaknesses in local programs, which the recreation administrator already has recognized. Often such studies list needs in which the public has tremendous interest. Such surveys often lead to bond issues for acquiring recreation areas and improvements and, therefore, must be listed as one of the finest devices for bringing about program growth and enrichment.

17. Public hearings are sometimes used as a means of securing suggestions for program growth. This type of meeting often results in rallying sentiment and action favorable to program expansion.

It has been my experience that our city's program has been enriched many times as the direct result of youth participation at the planning level. Let's not overlook this advantage.

How good or weak a program will be depends so much upon the character, training, experience, creativeness, interest, vitality, philosophy and good common sense of the individuals directing the activities that full advantage of training classes, conferences and exchange visitations should be encouraged at all times. In the end, the program will rise no higher than its leadership.

As you now look back over your own individual life, try to recall the circumstances which surrounded you when you realized your most enjoyable recreation experience. Do you remember the tremendous satisfaction and the zest with which you took part in the thing? Do you ever try to put yourself in the place of your own recreation patrons today and make an effort to determine and measure their satisfactions, their zest and their mental attitudes towards the things you think are best for them to have? It seems to me that, as we take steps to enrich our respective programs in recreation, we should, to a greater extent than ever before, *acquire an appreciation of the desires of those we aim to serve*, and not simply rely upon those activities we ourselves tend to prescribe. A survey of the recreation interests of 3,000 junior and senior high school students made in Long Beach a few years ago revealed many unexpected likes and dislikes. I often wonder if we, as administrators, keep close enough to our patrons to know really what they want.

When we are successful in giving people of all ages a diversified, appealing and balanced list of activities from which individuals may pick and choose, then life's flame will certainly burn more brightly for those multitudes we humbly strive to serve. Our programs will then not only have a "new look," they will have compelling appeal; and our patrons will have more than interest—they will have enthusiasm and zest!

An address given at a National Recreation Association Pacific Southwest District Conference.



A BOOKWAGON SERVES MANY

Betty McWhorter



"Recreation workers have not hesitated to stimulate interest in arts and crafts, music, organized games, and so on, but I still fail to find emphasis upon one remaining activity—reading for pleasure. Recreation departments and public libraries should be working together so that reading programs may become an integral part of every well-rounded community recreation program."—Clarence S. Paine, Director of Oklahoma City Libraries, RECREATION, September 1948.

TWO OF THE prime requisites for her job, according to Miss Doris Bates, regional librarian of Rutland, Vermont, for the past five years, are that one be a good mechanic and a lover of dogs.

The mechanical ability comes in handy, she has found, when it is necessary to start the Vermont Bookwagon in twenty-below zero weather, or to put on chains or make minor repairs on some of the state's back roads.

Rutland is the only one of the state's four regions which employs no men; but having "women drivers" did not prevent the arrival of the Bookwagon in Poultney in sub-zero weather one Friday morning last year. Another trip Miss Bates recalls was during a previous winter, when she and another traveler reached Grafton at eighty-three in the morning to find the thermometer hitting twenty-below. Until they saw the mercury, she said, they hadn't realized it was so cold. Though library trips are scheduled about two weeks ahead, only one trip has been cancelled in the past five years because of the weather.

The love of dogs is essential in greeting the friendly canines who meet the Bookwagon at farmhouse or school stops. The dogs remember the librarians from visit to visit, and welcome them with wagging tails. At Whitingham School, the

teacher's Scottie attends school regularly and sits beside those children whose behavior is above reproach. At another school, a little black and white dog has done the same for the past five years. When the dog's master was in the second grade, his mother became ill. Since there was no one to care for the dog, the boy asked if he might bring his pet to school. The matter was taken up with the district superintendent and the necessary permission obtained. The boy is now in the seventh grade, and the little dog is still attending classes regularly.

Examples such as these illustrate how intimately Vermont's regional librarians know the people they serve in their Bookwagon trips.

The Rutland region, which extends from Brandon south to the Massachusetts line, contains about 260 schools, fifty libraries and forty stations in small communities, where individuals borrow books for distribution in their neighborhoods. Occasionally the Bookwagon stops at the home of an invalid or shut-in, but because of the crowded schedule, individual calls are not encouraged.

In addition, service by mail from the regional headquarters in Rutland amounts to between sixty and seventy packages of books a month. Some

Reprinted from the Rutland Daily Herald, Rutland, Vermont.

borrowers receive, by mail, as many as ten books every two weeks.

The Bookwagons go "right to the end of the road," where the mail and milk routes go and, in some instances, beyond even the mailman's most distant stop.

One time a fellow passenger on a bus, discussing Bookwagon travels with Miss Bates, asked, "Do you ever go on back roads?" Miss Bates replied, "Occasionally we hit the road surface when we are going from one back road to another."

One of the back road experiences which stands out most vividly in the minds of Miss Bates and her assistant happened in Winhall Hollow. A telephone call to the station at the end of the road had assured the two women that the roads were passable and that borrowers would meet them along the way with books to be returned. All went well until the Bookwagon came upon a trailer truck loaded with telegraph poles, unable to make a sharp turn. The truck was wedged so tightly against the snowbanks that even Miss Bates, who is of slight build, could not get past the vehicle.

Never daunted, the women put their books in a box, and Miss Bates crawled under the truck, pushing the box ahead of her. On the other side, she met the borrowers—a man and his wife on a pung sled, with the books they were returning. They swapped collections and Miss Bates returned to the Bookwagon the same way she had come.

The road was so narrow that it was necessary for the man to unhitch his team, turn the sled around by hand, and re-hitch the horses before he could head for home. As for the Bookwagon, Miss Bates and her assistant backed it down the road a mile, found a place to turn around, and continued on their route.

Residents of the more remote sections of the state borrow from stations instead of libraries. At North Rupert, Miss Bates discovered a former teacher who filled the rack on her bicycle with books and delivered them to persons for several miles around. At another station, located at the end of a road, with no other houses in sight, the family habitually borrowed about eighty books. Miss Bates discovered that the farmer took books along the route in the milk truck and when he peddled eggs, and when the family went to Grange meeting or to church, a supply of books went along to be distributed to the neighbors.

Rural people are discriminating readers with well-defined preferences, especially in non-fiction. "Cook books don't go well; they'll take the 'Story of the Opera' more quickly," according to Miss Bates. "But people must spend an awful lot of

time fixing old furniture, because there is a great demand for books on fixing up the home and on antiques."

She has discovered that there is no longer any interest in war literature, but that there is a demand for books on religion and philosophy, such as "Peace of Mind." Books on Vermont and New England are always welcomed, while party books go well with schools and organizations. Music books, also, are in constant circulation. The classics are usually snapped up early in the trip, with exclamations such as: "Oh, I've always wanted to read that," or, "I read that when I was a child and I'd like to read it again." Essays and poetry are not popular, and political science is "dead wood," but biography and travel are widely read. The fiction interest of summer residents runs to mysteries and the latest books, while the natives prefer pioneer stories, novels of the North, and "the tried and true."

The Bookwagon also carries a large number of professional books, many of them for teachers. On the trips to schools, the book supply is about half for pleasure and half for supplementary reading. Books for schools are selected carefully, but the libraries "read at their own risks." Library policies differ—some build up their own supply of non-fiction and borrow fiction from the Bookwagon, while others reverse the process.

"There are never enough dog or horse stories," and Miss Bates believes the children would take out Christmas stories the year around. Rural children are very appreciative; in fact, throughout the area people "feel that the Bookwagon is their property."

It is in the mail requests that the librarians find the most variety. They range from that of the



A visit from Miss Bates means recreation and fun for young readers in many an isolated school room.

retired college professor who wanted the "Memoirs of Metternich" in the original French edition, to that of the woman who asked for the song of a crow set to music.

The first request was filled through the arrangement of borrowing from other libraries, among them the University of Vermont, Middlebury College libraries, and the Boston Public Library. For the second, Miss Bates wrote to library headquarters at Montpelier, from where they replied that "the woman is caw-rect" and sent a copy of "Familiar Birds and Their Songs."

Another reader wrote, "Please mail me some pepper-uppers—and not fuddy-duddies." Among the most frequent mail requests are those from women preparing papers to present at club meetings. Books for special holidays are also often loaned by mail.

The Bookwagon carries 500 books—300 on revolving racks and 200 on shelves. A visit is made to each school every two months and to each library every three months. The wagon is out three or four days a week, with the longest trip a

three-day southern jaunt into Bennington and Windham counties. There is also a two-day trip, with an overnight stop in Bellows Falls.

Miss Bates has two assistants, and the three women take turns driving, with two going on each trip, while the third remains at the regional headquarters—two rooms in the Rutland Free Library furnished, with heat and light, by the city. Work at regional headquarters includes cataloging, mending, ordering and looking up references.

When the Bookwagon makes a stop, one person goes inside and checks off the books being returned while the other stays outside where the local librarian is making new selections.

Separate trips are made with children's and adult books, the former going to schools and the latter to libraries and stations. There are only five combined trips and the wagon is changed over between trips.

Vermont is the first state to be completely covered by regional libraries, and is a pioneer in the use of Bookwagons.

BACK TO EARTH

THE PARK MAN'S SERVICE ties him to Mother Earth. The wise park man will know and act upon the premise that you can create good citizenship only by keeping man in close touch with the earth and that the children of man must learn from the earth all the lessons of actual life, which involves all our relationships and moral responsibilities . . . Both children and adults are hungering for such knowledge. Our youth want to express themselves and to learn the true meaning of life. If they are not intelligently given these opportunities, there lies the danger.

There should be a study of existing programs of this character which, increasingly, are being conducted in parks, zoos and botanical gardens. There is no reason why these programs should not be expanding into the smaller parks and into towns and villages.

These programs lead back to the good earth. I believe these programs may at least restore that former faith in one's duty to work out his own salvation and accept individual responsibility. Because I so believe, is why I feel that this back to earth program so earnestly carried on by our own park men takes precedence over many other of our activities and furnishes conclusive evidence that we park men do love people. This program should be sufficient to cry shame upon those who would say that we are not interested in human lives or dedicated to their service. And thrice shame upon that park executive who does not recognize that such is his mission or fails to accept its responsibilities.

—Will O. Doolittle, formerly Executive Secretary, American Institute of Park Executives; Managing Editor, PARKS AND RECREATION, 1921 —.



FEBRUARY MAY BE the shortest month, but it certainly furnishes its share of ideas and themes for party fun. In addition to celebrating February in memory of St. Valentine, and the birthdays of Washington and Lincoln, there are the anniversaries of many other notables. Among them are Horace Greeley, February 3; Charles Dickens, February 7; Thomas A. Edison, February 11; Susan B. Anthony, February 15; James Russell Lowell, February 22; Henry Wadsworth Longfellow, February 27. (Don't forget, too, that you will want to plan something special for the observance of Brotherhood Week, February 20-27.)

The following party games, highlighting the various important events of the month, should add zest to your celebrations:

Heart Clap—This is a jolly way for starting the fun at a Valentine party. Preparatory to playing the game, fasten about the room as many hearts, less one, as there are players to take part. These can be fastened on the walls, drapes, and so on with pins, or laid in conspicuous places. They should be well scattered around the room. All the players join hands and march around in a circle to the strains of lively music. When the music suddenly ceases, each player runs for a heart, clapping his hand over it. Of course, one player will be left heartless. He must drop out of the game, which is again resumed, the hostess removing one of the hearts from the wall each time the music begins. The one who finally claps his hand over the last remaining heart wins the game.

Valentine Greetings—In this game, players try to secure as many hearts as they can. They greet each other with any two letters in this manner—"Hello, C. U." The one addressed must respond immediately with two letters that will finish a word such as "Hello, T. E." If he cannot finish the word with two letters he must give one of his hearts to the person who addressed him. If he doubts that there is a word of four letters beginning with the two letters with which the person greeted him, he may challenge the originator of the word. If he is correct in believing that the other person is "faking" he collects a heart; if he is not correct, he surrenders two instead of one. The man and girl collecting the most hearts are given a prize.

Wedding Attire Exchange—Give to each player ten slips of paper on which is written any part of the wedding attire. Such objects as a dress, shoe, stocking, handbag, coat, belt, glove and hat may be used. However, only one hat is prepared for the entire group. The players are instructed to get a complete attire by exchanging slips for the articles they need, but not more than three slips may be exchanged at one time. They do not, however, need to be exchanged for the same articles. The person with the most complete wardrobe at the end of the game is the winner. The catch, of course, is that there is only one hat. However, don't tell the players, since this is where the fun comes in.

Hidden Valentine—Prepare as many sets of cards

as there are people expected, each set to have nine cards, each with a letter on it, which altogether spell "Valentine." Hide these cards about the house. Instruct your guests to hunt for the letters, but to pick them up only in turn, that is, a "V" must be found first, then an "A," then "L," and so on. The one completing the word first wins the prize.

Patriotic Song Introductions (a lively mixer)—Each person has pinned on him, in plain sight, the name of a well-known patriotic air, such as "The Star-Spangled Banner," "America," "God Bless America," "Let's Get Together," or "Yankee Doodle." Each person also receives ten red, white, and blue disks (poker chips are excellent to handle). The players immediately greet each other, not with names or "hello" but by singing the opening bars of the other person's song. The same people may greet each other any number of times until the game is over. The one who starts the song first gets a disk from the other person, and the player with the most disks at the end of the game wins. The one with the fewest must sing his song all the way through.

Passing Washington's Coat—Divide your guests into teams of six to eight players. Give the first person in each line an old coat. On the word to begin, the first person puts on the coat, buttons it, unbuttons it, takes it off, buttons it up and hands it to the second person in the line. This continues down the line, and the first line to complete the action is the winner.

Lincoln Hunt—The leader says that there is a Lincoln penny dated 19.. hidden in the room. Everyone is to sing, hum or whistle "America" as he walks about looking for the penny. Nothing needs to be moved or touched to find the penny; it is in plain sight. As soon as anyone finds it, he stands as close to it as he can and changes his tune to "Yankee Doodle." Needless to say, there is a rush for the spot.

Nothing But the Truth—Thus thunders George, gathering his guests around him in a circle, men and women alternating. He points an accusing finger at someone, at the same time demanding sternly, "Who did this?" The player must notice with which hand George is pointing. If with his right hand the player says, "I cannot tell a lie, so and so did it," mentioning the player on his left, and vice versa if George uses his left hand. He must do this before George counts to ten. Those who fail

to answer, or answer incorrectly, are called into the ring to help George.

Penny Race—You can have a good penny race by placing ten pennies in a circle two feet in diameter, marked on the floor at one end of the room. (Use circular cardboard disks if you can't mark up the floor.) There should also be a circle fifteen or twenty feet in front of each team. Wearing cotton gloves, the first player of each team runs from the starting line to the distant circle, picks up five pennies one by one, and brings them back to his team's circle, putting them down one at a time. He passes the gloves to the second player who picks up the pennies from his team's circle and returns them to the other circle. After he has placed the pennies on the floor, one at a time, he runs back and gives the gloves to the third player. The game continues in this manner until one team wins by being the first to have all its players run with the pennies.

Crossing the Delaware—Even George himself would have laughed at the soldiers playing this game and going through the ridiculous posturings it requires. Divide the players into two groups. The teams sit opposite each other, about fifteen feet apart. The space between is the Delaware. Appoint a leader for each team and assign each of the players a letter of the alphabet. If the group is small two or more letters may be given to each player, but no two players on the same team should have identical letters. The leaders take turns calling out a letter of the alphabet. As soon as one is called out, the player who has been assigned that particular letter crosses to the opposite side, and while he is walking toward the other team he acts out an adverb which starts with the letter given him. If his letter is B he might cross the Delaware bashfully, or belligerently, or boyishly. The opposite team tries to guess the adverb before he can reach the shore on which they are stationed.

If they guess correctly, the player remains on their side. He may help in the guessing, but is no longer permitted to cross the water. The other leader then calls out a letter and his team tries to guess the adverb being pantomimed by the soldier crossing the river from the enemy camp. Play for five or ten minutes and start the next game while this is still going strong. Don't let the players get tired of it. The team which ends the game with most players on its side is the winner. If you like the idea, the losers might be made to pay the penalty of performing humorous tricks, stunts or acts for the others in the next game.

Making Puppets Caught on Like Wildfire

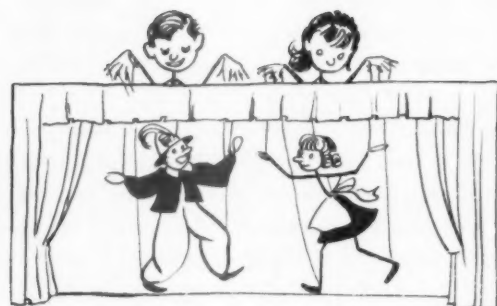
The old lady who lived in the shoe and had so many children she didn't know what to do has a forty-nine per cent modern counterpart in the City of Somerville, Massachusetts. But the fifty-one per cent difference lies in the all-important fact that the Recreation Commission does know what to do with the children. A quick recapitulation of the Saturday morning indoor play centers clinches that statement.

THERE IS A year-round program here, in one of the most densely populated cities of its size in the nation, and the play menu reaches out to attract every one of the hundred thousand people who dwell within the city.

But the thing which has had the whole town talking is the Saturday morning indoor play program for children between the ages of nine and eleven. Youngsters within this age group have always had their Saturday morning play in the out-of-doors, but 1947 marked the first year in which they moved indoors with the first fall of snow in New England.

The Recreation Commission, through its superintendent, Francis J. Mahoney, went to work long before the Christmas rush and drew up an appetizing program of recreation for the projected indoor sessions, garnishing the menu with appetizing portions of puppet making, storytelling, Punch and Judy shows, and community singing.

Then, on the Saturday after Christmas, the experiment became an actuality. Seven centers were opened, and more than 200 children crammed every available inch of space in each center, making puppets, creating Punch and Judy characters, and singing together while they played and worked on their projects.



This activity is inexpensive. The puppets are built on the ends of broomsticks and mop handles, or over the tops of tonic bottles. The faces of the puppets are formed by wrapping layers of old newspapers to form the basic face, and then pasting the folds of the paper with a flour and water paste. The faces are painted by the boys and girls and the puppets dressed in homemade costumes typical of the characters which have been planned.

This novel form of recreation, catching on like wildfire throughout the town, had its start in the Boy-Art Club which toured the city, putting on Punch and Judy shows with characters made in the club. So contagious was the fever for puppets, that hundreds of children who viewed them clamored for a chance to make them for their own enjoyment. Thus, the idea for the Saturday morning activity was born.

It's interesting to walk into any one of these play centers on any Saturday morning and see a group enjoying their own rendition of Snow White and the Seven Dwarfs, with all the puppets made by enthusiastic youngsters; or to ride to the West Side and see another group watching a simple melodrama, with the villain made of old newspapers and draped over a soda pop bottle, and the heroine cavorting, in all her waste paper finery, from the end of an old kitchen mop handle.

As a recess from the day's work on puppets and productions, the young folks indulge in some passive activity, with a skilled storyteller making the rounds of each center weekly to recount many of the best-loved American and foreign tales.

This Saturday morning activity is but one in the diverse program which has made Somerville one of the models among recreation-minded cities.

Reprinted from the Somerville, Massachusetts, *Journal and Press*.

Simple Puppets

Catherine Mackenzie

SIMPLE PUPPETS, masks, shadow figures, offer endless fascination to young children. A potato, a yam, an apple, may form heads of these puppets. (An apple-corer will scoop out a hole deep enough for an index finger.) Try cloves for eyes. For the simplest design of all, stuff crumpled newspaper in the bottom of a white paper bag, fasten with a rubber band, and add crayon features. When the bag's open end is slipped over the child's hand, the puppet is ready for make-believe play, songs and stories.

Here are some simple designs from an unusually rich collection compiled in "Puppetry in the Curriculum," a bulletin issued by New York City's Board of Education. (Bureau of Publications, thirty cents.) This is a manual for teachers; text and working drawings are keyed to classroom learning through junior high school years. But Miss Truda T. Weil, who assembled the material with the help of professional experts, assures us that any imaginative leader will find wonderful ideas in it.



Here we have a tube inside this intriguing double paper bag puppet. This enables it to wave its hands and say "hello." Youngsters love to play with things they create themselves.

Reprinted by permission of the *New York Times* Sunday Magazine Section.



A potato becomes an "old lady" puppet held on hand.



An elephant is made from a yam; tusks are toothpicks.



School play's Santa wears a simple paper bag mask.



Figures are cut from cardboard, moved behind screen.



Hand shadows on a wall are traditional delight of the young. Here are a rabbit and butterfly, behind light window shade.



A "fierce jungle tiger" marionette made from bag, wrapping paper and cardboard. Children cut out, color fur with crayon.

"An adequate, well-designed and attractive school site becomes at once a source of pride and a center for joyous neighborhood or community life."

School Grounds Designed For Community Use

THE COMMUNITY USE of school buildings and grounds for recreation and other leisure-time activities has been widely accepted by leaders in the field of education as normal and desirable. In modern theory and practice, community use is a major function of school buildings and grounds, and this fact therefore requires careful consideration in their design and development.

School Property, a Recreation Resource

Present-day conditions and needs make it imperative that school properties be recognized as community recreation resources. Both a school and a playground are required in every residential neighborhood, and every elementary school likewise requires outdoor recreation space for its pupils. Location of neighborhood playgrounds at elementary school sites or adjoining them is therefore desirable, especially if the schools are in a central location. Similarly, the high school site is increasingly developed to provide a playfield for the surrounding community. Planning for dual use is advantageous to both school and community because the school grounds thus not only serve the needs of the school, but if designed and operated for community recreation outside of school hours, they make it unnecessary for the city to acquire and develop municipal recreation areas in the same neighborhood.

School grounds therefore are being designed more and more to provide for the varied recreation needs of children, young people and adults throughout the entire year. This means that some facilities are installed that would not be included if these areas were restricted to school use alone. Fortunately, however, much the same areas and facilities are required for both school and community programs and, in general, the same funda-

mental principles of design apply to both types of use. The purpose of this article and the accompanying plans is to suggest a few practical considerations in the design of school grounds in order that they may effectively serve both school and community recreation use.

All aspects of the problem of planning school grounds for community use cannot be considered in a brief article, but attention will be focused on the development of elementary school and high school sites. The accompanying plans are intended merely to illustrate general principles in the design of school grounds and, for this reason, they contain few details. Obviously, no standardized plan is possible or desirable. In both plans, the location of the school building on the site is indicated, but the building lines are intended merely to suggest the approximate location and dimensions of the area occupied, rather than to indicate the specific size and shape of the building.

Development of Elementary School Grounds

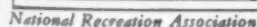
Leading school authorities have long advocated five acres as a minimum site for elementary schools and, increasingly, sites of this size have been acquired. More recently, still larger sites have been advocated; for example, the National Council on Schoolhouse Construction in 1946 recommended that for elementary schools there be provided a minimum site of five acres plus an additional acre for each 100 pupils of ultimate enrollment. Thus a school of 500 pupils would have a site of ten acres. Obviously such a site is ample to serve both school and community needs; its acquisition could not be justified if it were to be unused during non-school hours.

A large portion of the elementary school site is commonly developed as a playground, designed to

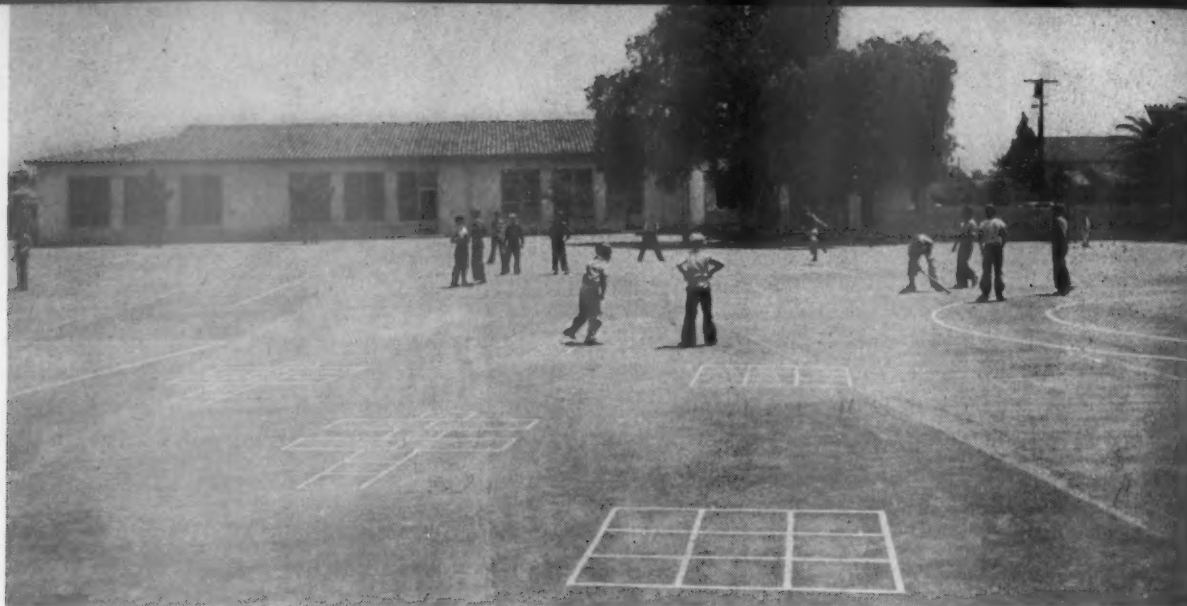
It will be noted that one corner of the property, comprising about one acre, is devoted to the site of the school building. The various sections of the grounds are arranged so as to afford maximum ease of circulation, to facilitate supervision, and to make possible a wide variety of diversified uses. Much of the area is fenced for greater safety and

Serving the Small Children

The small children's area is placed where it can be reached easily from either street bordering the school building, without crossing sections used by the older children. This area is also close to the building—an advantage, from the standpoint of supervision, while the area is being used by the kindergarten children, and also because it affords easy access to toilets in the building. Among the features commonly included in the tots' area are sandboxes, low swings, slide, and junior jungle-



JANUARY 1949



This large elementary school playground was designed primarily to meet the varied play needs of children. Such play areas can be planned for both school and community use, and as centers of neighborhood activities.

gym, all of which are exceedingly popular with young children and afford essential developmental opportunities. Playhouses make possible many forms of make-believe and social play, which have a strong appeal. Benches are appreciated by the mothers who bring their young children to the playground.

A wading pool, which is primarily used by the young children, is commonly provided near this section of the playground. When not used for wading, it becomes a pool for sailing miniature boats. The paved area surrounding the pool can be used for hopscotch or other games, and during certain periods it may serve the small children as a track for their velocipedes and other vehicles.

Facilities for Older Children

Apparatus merits a place on the playground because it has a strong appeal to children and also because it contributes to the school physical education program. In order to facilitate supervision and to economize in space, a segregated area, easily reached from the school building, is suggested for the older children's apparatus. The number and variety of types of equipment to be provided will vary, but among those most highly recommended are swings, junglegym, slide, horizontal ladder, giant stride or circular traveling rings and horizontal bar. A log guard surrounding this area is indicated on the plan.

A quiet corner devoted to crafts and quiet games has limitless possibilities for varied use, both during the school term and in vacation periods. If it is removed from the areas used for strenuous and noisy play, activities such as storytelling, crafts, dramatics, and other group activities can be car-

ried on without interruption or disturbance. When it is placed near the school building, tables, benches, craft materials and other equipment needed in this section may be stored in the school and transferred readily to it. A council ring for school and Scout groups, feeding stations for birds, a miniature outdoor theater, a nature museum and an alpine garden are a few of the possible features that can be introduced into a school playground and that will appeal particularly to the boys and girls who have no special interest in sports.

Areas for Games and Sports

Adjoining the section containing the apparatus is the multiple-use area designed for a variety of court games, such as shuffleboard, volleyball, paddle tennis, badminton and table tennis. This area requires an all-weather surface in order that it may be available for use throughout the year. Its size will vary according to the number and types of game courts to be laid out on it, and the other activities which it is intended to make possible. This section is used for physical education class activities, informal individual and group play, dancing and roller skating. In northern cities, if a curb is placed around this area, it can be used also for ice skating. Few sections of the playground receive more intensive use.

A large percentage of the total playground area, level and free from obstructions, is usually set aside for field games and other activities for the older age group. This provision is of the utmost importance because many of the activities appealing to the boys and girls in the upper grades require considerable space. A portion of this area has been designated on the accompanying plan for

use by the older girls; unless this is done, there is a tendency for older boys to monopolize the facilities for field sports. The field area can be used for group or team games such as touch football, field hockey, softball or soccer, which will vary from one season to another. It also serves as a field for the flying of kites, for play days, informal meets, and other activities involving large numbers of children. It is large enough to permit several games or other activities to be carried on simultaneously and to enable adults to play softball on the area. A protected corner affords a suitable location for the horseshoe courts.

The plan suggested here makes possible a diversified program appealing to a wide range of interests and ages, but it by no means includes all the features that merit a place on the elementary school grounds. Many additional features could well be provided, depending upon local interests and the unusual possibilities afforded by the individual site. In some communities a basketball court may be desirable, either on the multiple-use area or nearby, and equipment for such games as goal-hi and tether ball can readily be provided in small spaces. A section of the grounds, possibly near the school building, may be developed for children's gardens. Tennis courts are commonly provided.

Development of High School Grounds

The design of the high school site gives rise to many different problems from those encountered in developing a plan for the elementary school grounds, because the two types of areas differ markedly in size, in the ages of the individuals served, and in the type of service to be provided. Twenty acres are considered a minimum for a modern high school site, and the same amount of space is essential for a community playfield. The grounds provide a variety of features necessary for a well-balanced school physical education program for the entire student body, as well as opportunities for cultural and scientific activities connected with the school program. In addition, they afford facilities serving the leisure-time activities of non-school youth and adults, some of which have little relation to the school curriculum. They serve as the major outdoor recreation center for young people and adults in the section of the city in which the high school is located. The accompanying plan is intended to illustrate the possible development of this type of high school grounds.

The site in question comprises twenty-five acres, of which some four acres are set aside for the school building and approaches. The remainder

of the site is devoted to recreation, parking or landscape areas. Most of the features suggested in the plan are used in connection with the high school program, although a few of them, such as the outdoor theater, swimming pool and certain of the game courts, are likely to be used primarily by community groups.

Relating Indoor and Outdoor Facilities

On this plan, the development of the school grounds is definitely related to the location of the school building units. The gymnasium, for example, affords ready access to both the girls' playfield and the major sports areas serving primarily the men and boys. This arrangement permits coordination between the indoor and outdoor physical education programs and facilitates the use of the locker and shower facilities in connection with outdoor activities.

The area adjoining the auditorium has likewise been developed in relation to this part of the school plant. A distinctive feature is the bandshell, which has been incorporated in the building and which serves as a background for the large outdoor theater. These features can be used for musical, dance and dramatic presentations by school and community groups, and they are easily accessible to dressing rooms and other indoor facilities provided in connection with the auditorium. Nearby is a section devoted to outdoor arts and crafts groups, at some distance from the areas devoted to the major active games and sports. The garden in a court of the school building affords an opportunity for observation, rest and study.

Sports Areas

A major part of the grounds is devoted to sports. Features include the section set aside exclusively for field sports for girls and the nearby multiple-use area, also intended for their special use. The needs of older girls and women are often neglected in school and community recreation areas, but on this plan their interests are well served. The number and types of courts to be developed in the girls' area depend upon local interests, needs and traditions and, as far as possible, the field and all-weather area should be utilized for diversified activities. Sports suggested for the area include field hockey, softball, badminton, basketball, volleyball, shuffleboard, paddle tennis and horseshoes.

Other sections of the field are intended for use jointly by both sexes. A battery of tennis courts, for example, serves as a transition area between the girls' section and the major sports area for

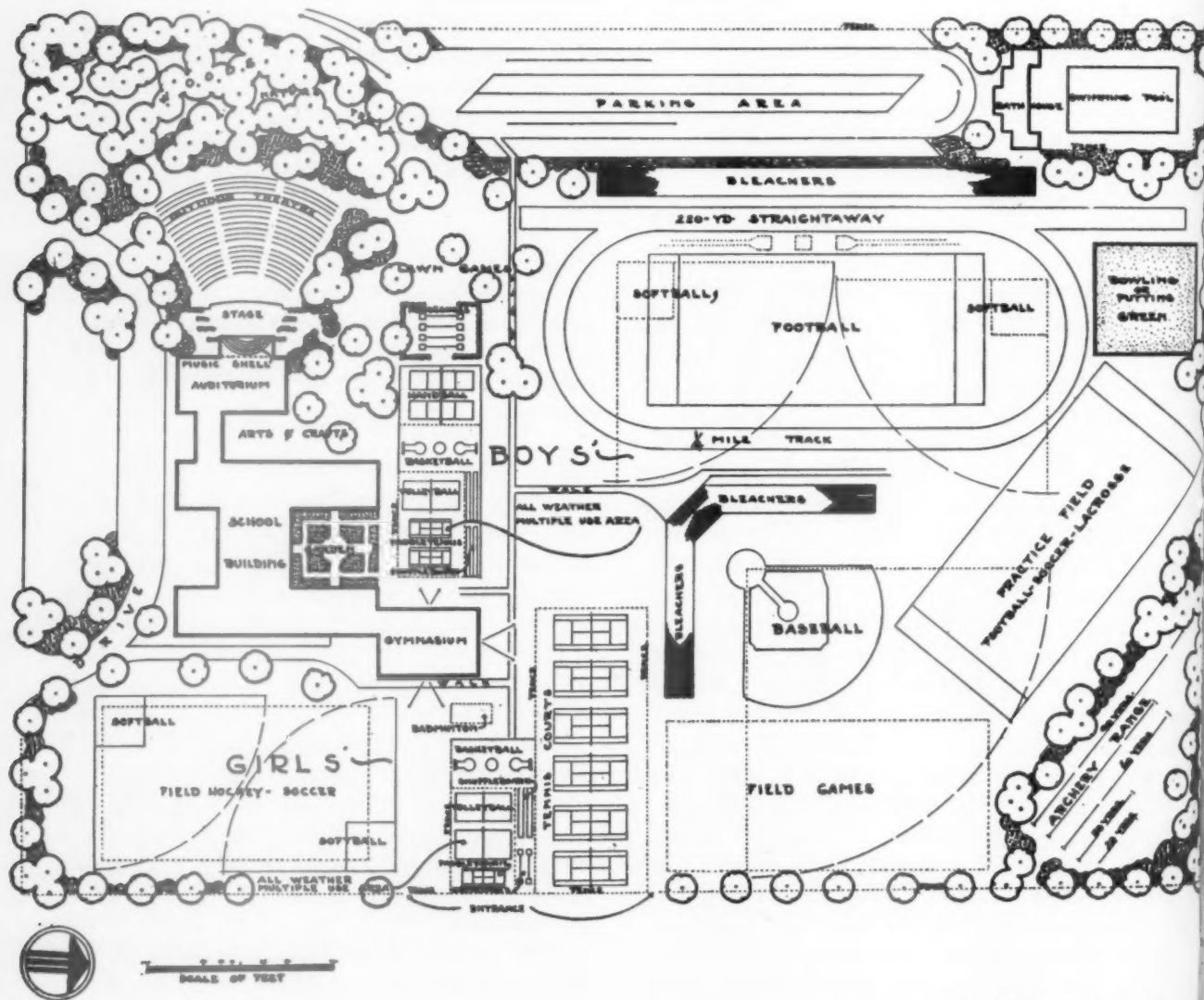
men and boys. Girls will also make use of the archery range that is suggested for one corner of the site. The border of plantings, incidentally, contributes to safety and also affords a desirable windbreak.

Court games for men and boys are made possible at the all-weather multiple-use area near the gymnasium. It is quite similar to such an area for girls, but it also includes several handball courts.

Separate areas are provided for football and track on the one hand, and baseball on the other—a desirable arrangement whenever space permits. The baseball diamond is often laid out within the running track, but this is not a satisfactory arrangement because the seating facilities are not ideal for both sports, the skinned diamond extends over the area used for football, the track interferes with baseball play, and while baseball is being

played it cannot be safely used. This is a serious disadvantage since the baseball and track seasons overlap. The suggested plan provides for a quarter-mile track with 220-yard straightaway. The area within the track enclosure can be used for football in the fall and for softball and other field games during other seasons. Bleachers are arranged so that the sun is at the back of the spectators.

The layout for baseball furnishes an ideal diamond with adequate seating facilities for spectators. During other seasons the field may be used for other sports without encroachment on the skinned diamond. A variety of team games may be carried on simultaneously on the field, owing to its size and freedom from obstructions. A bowling or putting green, primarily for the benefit of adults, is located in a secluded corner of the field.



National Recreation Association

Study for Development of High School Grounds for School and Community.

Other Features

An outdoor swimming pool, a feature not commonly found on high school sites, is also suggested. Even though it receives little use while school is in session, a playfield swimming pool is needed in communities where suitable outdoor swimming areas are not readily available elsewhere. It is a most popular feature during the summer months and enables the area to provide a well-balanced recreation service. The location in the corner of the site makes the pool easy to reach, segregates the swimmers from others using the field, helps advertise the pool, and occupies space least desirable for school activities. Noise from the pool will not interfere with programs in the outdoor theater.

The wooded area near the outdoor theater affords opportunities for varied development. In this corner of the site a miniature nature trail might be established, or the area might be developed as a bird sanctuary. In some communities, a playground for young children in this corner might be desirable so as to afford a place where parents could leave their children while they engage in recreation activities on other parts of the site. The area suggested for lawn games can be used for many forms of activity such as croquet, deck tennis, and badminton.

Provision for parking is generally essential on areas that attract large numbers of individuals, many of whom come in their automobiles. The parking area should lead as directly as possible to sections of the playfield serving large numbers of people. Along the upper side of the high school site, adjoining the football bleachers, is a parking area of approximately two acres. This is readily accessible, not only to the bleachers, but to the outdoor theater, baseball grandstand, swimming pool.

A school and community playfield of this type, developed along the lines suggested in the plan, provides facilities that appeal to young people and adults, and affords opportunities for a well-balanced outdoor recreation program.

A Few Planning Suggestions

A few of the major principles underlying the preparation of a design for a school site to be developed for community use are:

Give adequate consideration to each of the age groups to be served by the area.

Provide facilities that will appeal to people with widely different interests and make possible a diversified program.

Utilize fully the natural resources afforded by the site, such as irregular topography, trees or a brook.

Divide the area for various uses in such a way as to facilitate circulation and avoid interference with activities.

Assure safety by careful selection and placement of suitable apparatus, border and interior fences, location of entrances, and arrangement of features on the site.

Provide for multiple use of areas whenever practicable.

Seek to develop an area that will be attractive and can easily be maintained in good condition.

In Conclusion

The preparation of a satisfactory plan for an area to serve both school and community recreation needs requires the cooperation and collaboration of school and recreation authorities. Only as the requirements of school and community groups are jointly considered can a plan be developed that will afford the maximum service to both. The services of a competent recreation planner or landscape architect, experienced in the design of recreation areas, should be secured in the preparation of the site plan.

Teachers cannot be expected to instill in children an appreciation of beauty, a sense of orderliness and a respect for school property if the school grounds are unattractive, badly planned and improperly maintained.

* * * * *

(RECREATION magazine needs good photographs of playground areas, either showing specific sections in use or over-all layout.—Ed.)

"We are told that the educated person is both a participant and a spectator in recreation. Just what does the school, what does the home do to encourage participating recreation? How many schools establish such recreations as swimming, fishing, skiing, skating, golfing and nature walks? These are definitely participating activities of maximum utility in developing individual skills and pleasures. Is it not more common for a school to mobilize all its resources for the football team or the basketball team, sports which for the vast majority of children are definitely of the spectator type?"—George D. Stoddard.

*The other side of the usual picture . . .
In the strangest park in the world,
wild animals run loose and man is confined.*

South Africa's Garden of Eden*

Frederic Sondern, Jr.



KRUGER NATIONAL PARK, in the northeastern corner of the Union of South Africa, is the world's largest zoo. In its 8,000 square miles—roughly the size of Massachusetts—elephants, lions, buffalo, antelope and scores of other animals, from the incredible giraffe to the monstrous hippopotamus, roam as freely as they did centuries ago.

While the beasts are at large, man is carefully confined. The visitor must stay in his car while motoring through the Park; he must be in one of its fifteen camps, behind wire fences and a padlocked gate, within half an hour after sundown.

Despite the stringent rules, this unique wildlife refuge is an adventure. The Park's roads, a 1,200-mile network, intersect the animals' favorite feeding grounds and water holes; camps are located in the heart of areas where game congregates. With this arrangement, the visitor sees many animals despite the vastness of the reserve.

One morning, about an hour after daybreak—the best time for “stalking”—we were cruising along slowly when our driver-guide, a gimlet-eyed, imperturbable Englishman, pointed to huge footprints in the fine red dust of the road. “Elephant spoor,” he said. Nearby were two freshly uprooted trees; elephants often pull trees out of the ground, apparently out of sheer exuberance. As we rounded the next bend my wife gave a muffled shout. Hardly fifty feet away two big tuskers were cropping some high branches. We pulled up, and the animals, as startled as we, glanced at us for a moment, then, with a deceptive amble that actually covers ground rapidly, disappeared into the thick bush before I could raise my camera.

“Did you see what I saw?” I asked.

“Quite,” the calm Mr. Millet replied. He stiff-

ened. “But just look at *that*.”

On the other side of the road, and much nearer, stood a third elephant, unnoticed in our excitement. He had broken off the top of a small tree and was chewing the stump like a licorice stick. An African elephant looks big enough in a zoo; in the open he looks a lot bigger. This time I managed to focus the camera. On the third click of my noisy shutter he looked up balefully. The immense body swiveled around, the great ears flapped out, and the trunk went up as he took one and then another purposeful step in our direction. Mr. Millet let in his clutch. “We’d best be off now,” he said.

A few months ago, an executive of one of the international travel agencies, skeptical about the really modest publicity which the Park authorities put out, came to see for himself. One of the Warden's staff took him for a drive. Rounding a bend he trod on his brake—hard. On the road in front of them were seven lions sunning themselves. They turned their heads lazily, and looked. The travel director hastily cranked up the window on his side. After a while a lioness rose to her feet and walked slowly toward the car. She sniffed at the bumper, licked the headlights, made a few passes at her reflection in the glossy paint of a door, then hoisted herself up to peer in at a window, pressing her nose against the pane. Satisfied with her inspection, she ambled back to her babies. The Park Officer honked his horn; the lions, one after the other, moved grudgingly aside and waited for the automobile to go by. “We had no more trouble convincing that travel director,” one of the Rangers told me.

Remarkably enough, there have been no serious accidents in the Park since its opening in 1926. A few close calls, however, have demonstrated the wisdom of such regulations as, “Motorists are warned not to approach within fifty yards of ele-

phants." Several years ago an elephant, irritated by an automobile following him, simply sat down on its hood. Having crushed the front wheels and engine into the ground, the tusker got up and walked off without so much as a glance at the car's occupants. They were terrified but unhurt. Recently a big lion, discovering his reflection in the back of a stalled car, roared his disapproval and charged at it. By the time he limped off into the bush, the rear of the car was battered in and the people in it were nervous wrecks.

A friend of mine, cruising in search of lions, was flagged by another automobile. "Lion! Down on the riverbank!" the occupants shouted at him. He parked, couldn't see clearly enough, and got out to watch. A few minutes later he heard a scream from his car. His wife was frantically pointing at a black-maned giant which had appeared out of the bush and was strolling toward him. The man estimated the distance, ran, jumped in the car, cranked up the window. "I'll never do that again," he comments with conviction.

The animals do not seem to associate automobiles with their arch enemy, gun-carrying man. There are various theories about this. Some Park veterans claim that the strong smell of gasoline gives the wheeled monster a different identity from man. Other authorities believe that the beasts know that cars contain human beings, but have learned that as long as man stays inside he is not dangerous.

Kruger Park dates back to before the Boer War. As Dutch and British settlements reached farther into the interior, the indigenous wildlife of the country was threatened with extinction. Farmers were shooting the carnivora to protect their cattle, and slaughtering the antelope, giraffe and other wild game for food and skins. Finally, in 1898, President "Oom Paul" Kruger proclaimed the area around the Sabi River in the Transvaal Republic—a rich game district—as an animal preserve.

The real father of the Park, however, is an Englishman, Colonel J. Stevenson-Hamilton, who came to South Africa during the Boer War. After the war, in 1902, he was offered the job of Warden of the Sabi Reserve for six months. He stayed for forty-two years.

Stevenson-Hamilton wanted to make the reserve a Garden of Eden, untouched by civilization, yet accessible to a public which would appreciate nature and learn from it. More and more territory was acquired, roads and camps were built. Finally, in 1926, the Sabi Reserve became the Kruger National Park and the Union of South

Africa's number one tourist attraction.

From June to September—the South African winter—the entire Park is free of malarial mosquitoes—and open to the public. During the rest of the year all but the southern section has to be closed. A thousand cars have gone through its gates on a single Sunday. People from Johannesburg drive 270 miles to the reserve for a weekend of "hunting."

One of Colonel Stevenson-Hamilton's ideas was to keep the rest camps in harmony with the surrounding veld. The curious rondavels, (adaptations of the one-room circular native huts of the district) in which visitors spend the night, are equipped with only the barest necessities—kerosene storm lanterns, army cots, a chair or two. Most people cook their own meals on open-air hearths.

When one passes through the Park's gates for the first time, one feels as though the clock had been suddenly put back hundreds of years. Within an hour on my first trip we saw the wildebeest—which looks like a cross between a buffalo, a pony and a moose—the equally prehistoric-looking wart hog, the pompous secretary bird, quarrelsome families of baboons, and vultures sitting moodily on treetops. Then, in the road ahead, giraffes appeared. At sight of the car, they loped off into the bush—but not far. They are incurably inquisitive. You park and wait. Soon, over the top of a tree, a mottled head pokes out, fixes you with an unblinking stare. "Seems as though something a thousand years old was looking at you," our driver commented.

The coming of darkness in the Park is an experience. As the shadows of the tortured trees with their crazy trunks and gnarled branches lengthen, the animals become noticeably more nervous and careful of their movements. A perceptible hush, which everyone who knows the veld has noticed, settles over the country. Even the birds are quiet. There is tension in the air.

Late one afternoon we were driving back to camp when two impala—the small, exquisitely graceful antelopes that outrun and outjump almost everything in the animal kingdom—crossed the road in front of us and ambled into a small clearing, grazing peacefully. Suddenly from a thicket at the edge of the clearing came that unforgettable sound—the deep, coughing growl of a lion about to kill. One buck streaked back across the road, not ten feet from the car. The other made for the bush, but a tawny shape was at his heels and then, with a tremendous bound, on his back—just as the long grass hid them from view. There was a

thud as the lion pinned his victim down, a quick flurry in the grass, and it was over. Nearby, some hyenas, sensing a kill, yelped. Then all was silent. Drama in the Park is violent and quick.

After many years of experience and study, Stevenson-Hamilton came to the conclusion that the Park runs most smoothly when the animals are left alone. Very little correction of nature's system of checks and balances is necessary. However, rogue elephants, always dangerous, are shot, and lions injured in fights with their fellows are tracked down and killed, since, incapable of hunting fast game, they go for easier prey and may

become man-killers.

The various species of beasts in the Park remain in almost unchanging proportion to each other. And, though none of the Park is fenced in, very few animals wander out. All through the reserve they look sleek and well fed, quite different from creatures in the average zoo.

"It's extraordinary what nature will do," a veteran Ranger said, "if left alone."

Kruger Park proved that. It affords enjoyment to thousands of people every year. It is a monument to a man of imagination.

*Reprinted from *Maclean's* as condensed in the *Reader's Digest*.

DELINQUENCY ~ *Many Sided Failure*

Arthur M. Williams

ARE THERE THREE principal causes of juvenile delinquency? The recreation worker emphasizes the recreation factors in delinquency prevention; the housing worker, bad housing conditions; others, the home and family situation, the influence of the school, the church. Available evidence supports the position that all these, and others, do enter the total picture.

For example, figures have been presented showing that the growth of delinquency follows the growth of national prosperity—that youth delinquency increases when youths have more spending money in their pockets. Many feel that the nationwide publicity given to delinquency in the press, in the movies, and on the radio has, in itself, glamorized delinquency. How can one say which are the three most important of all the many factors present?

The family and the home are being blamed increasingly. The "delinquent parent" has replaced the "delinquent youth" in lay and professional pronouncements on delinquency. It is clear that the center of the life of the child is, and must always be, the home. Parents must meet adequately the child's need for security and affection which only they can provide. But are parents always to blame when this is not done? Can all parents do this when they must live on substandard incomes, and bring up their children in neighborhoods and communities with poor schools and inadequate recreation opportunities? The school, the community, and the church must supplement the home and

work with it, and the family must have an opportunity to maintain a decent standard of living.

The school and the community receive their share of the blame. It is obvious that the essentials of full living, which the family cannot provide under modern home life limitations, must be provided by the community. Good housing, education, and recreation are the modern social necessities. Society can neglect them only at the greater expense of poor health, anti-social behavior and other costly outcomes.

The church is not without its responsibilities. A child or youth who not only attends church and religious education centers but who has a positive religious way of life, a dynamic spiritual guide, is not the potentially delinquent child or youth. But the church cannot successfully meet its responsibilities single handed. It cannot isolate itself from the influence of the home and community. Destructive community forces and the absence of a spiritual atmosphere in the home can well undo the best efforts of the church itself. It must support the community in its efforts to correct unwholesome environmental conditions. It must draw upon community resources to strengthen its own efforts.

Is not delinquency, after all, aggressive conduct on the part of youth against parents, community, church, and school because of the many ways all of us have failed them? The causes of delinquency are many. Are they not all important?

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About Boys

After a male baby has grown out of long clothes and triangles and has acquired pants, freckles, and so much dirt that relatives do not dare to kiss it between meals, it becomes a boy. A boy is nature's answer to that false belief that there is no such thing as perpetual motion. A boy can swim like a fish, run like a deer, climb like a squirrel, balk like a mule, bellow like a bull, eat like a pig, or act like a jackass, according to climatic conditions.

He is a piece of skin stretched over an appetite; a noise covered with smudges. He is called a tornado because he comes at the most unexpected times, hits the most unexpected places, and leaves everything a wreck behind him.

He is a growing animal of superlative promise, to be fed, watered, and kept warm, a joy forever, a periodic nuisance, the problem of our times, the hope of a nation.

Every boy born is evidence that God is not yet discouraged of man.

Were it not for boys, newspapers would go unread and a thousand picture shows would go bankrupt. Boys are useful in running errands. A boy can easily do the family errands with the aid of five or six adults. The zest with which a boy does an errand is equalled only by the speed of a turtle on a July day.

The boy is a natural spectator. He watches parades, fires, fights, ball games, automobiles, boats, and airplanes with equal fervor, but will not watch the clock.



The man who invents a clock that will stand on its head and sing a song when it strikes will win the undying gratitude of millions of families whose boys are forever coming to dinner about supper time.

Boys faithfully imitate their dads in spite of all efforts to teach them good manners. A boy, if not washed too often, and if kept in a cool, quiet place after each accident, will survive broken bones, hornets, swimming holes, fights, and nine helpings of pie.

This description of the male adolescent is modern folklore. Reprinted by permission of The Rotarian.





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How Do Young People Use Their Leisure Time?

Edward B. Olds

AN ANSWER TO this question is of considerable significance for a variety of purposes. Educators know all about what is done by youth during school hours, but have little information as to what activities occupy their time during the sixty some leisure hours of each week. If learning comes largely through doing, the activities of youths during out-of-school hours may have a profound effect, much greater than formal classroom activities. Recreation leaders and agencies planning recreation programs for youths need to know how completely their time is now occupied with constructive activities. If young people are already well-occupied during after-school hours, there is little need for developing further leisure-time activities. Parents also need to know how, on the average, the time of young people is utilized, so as to know in what way their own children are unusual. Promoters of specific activities utilized by youth need facts on how much use is actually made of these activities. For example, data on the relative amount of time spent by youth in reading, listening to the radio, and going to movies indicates the quantitative importance of these media in attracting their interest.

What the British or French youth does with his time is likely to be quite different from what the American middle class youth does in a particular community. There are undoubtedly large differences between income groups, between sections of the United States, between age groups, sexes, and so forth. The study reported here was limited to youth in a white, middle class suburb of St. Louis in the last three years of high school. The time period covered was the week ending February 16, 1947. The findings may be indicative of approximately how young people use their time in other localities, as well as suggestive of one method for economically undertaking similar

studies at other times and in other communities.

University City, whose high school youth were included in this study, had a population of 34,010 in 1940. It is located immediately west of St. Louis at a distance of six and a half miles from the business center. The average years of schooling achieved by the adult population were reported by the 1940 census as 10.7 years. In contrast, the corresponding figure for St. Louis was 8.2 years. The average monthly contract or estimated rent of all homes was reported as \$55.90 in University City as compared to \$23.40 in St. Louis. Occupationally, a high proportion of the employed persons in University City were engaged in professional, semi-professional, or managerial capacities (36.6 per cent) as compared to 14.6 per cent in St. Louis. University City has family incomes, residential facilities, and educational and cultural backgrounds considerably higher than the average American city.

In order to obtain a large enough number of returns in this survey to make possible the determination of differences between age and sex groups, and still stay within the available financial resources, it was decided to administer questionnaires, through home-room sessions, to all young people attending the high school on a given day. Since the University City Board of Education was one of the sponsors of the survey, no difficulty was met in obtaining the cooperation of school authorities in this project. The survey was looked upon as an aid in determining what recreation programs or facilities should be planned for by schools, or other groups, to counteract the development of secret sorority and fraternity organizations. The cooperation of the boys and girls was obtained by having officers of the student body represented on the committee which planned the survey. They helped pre-test the questionnaire by trying out

first drafts on their friends. In giving out the questionnaires, it was explained that the information supplied would be helpful in obtaining more recreation opportunities for local youth.

The editing and coding of the questionnaires was facilitated by the assistance of volunteers from the Mothers' Club. Representatives of the club participated in the planning of the survey, along with the student and faculty representatives. The editing and coding work was done on bridge tables in the home of one of the mothers during a period of one week. Supervision of this work, as well as the recruiting of volunteers, was done by the chairman of the Mothers' Club.

Analysis of the questionnaires was directed by the Research Bureau of the Social Planning Council of St. Louis and St. Louis County, which conceived the original plan for the survey. This organization, financed by the Community Chest, functions as the local planning and coordinating body for the public and private health, welfare, and recreation agencies of greater St. Louis. It was interested in the survey as an experiment in measuring the utilization of recreation services and in the compilation of basic data for recreation planning. A committee with representatives of several recreation agencies had tested experimental drafts of the questionnaire. The funds for the key punching, tabulation, and publication of the final report were supplied by the Council, as well as the overall direction of the survey. The direct costs, exclusive of staff service, amounted to approximately five hundred dollars.

On the day the questionnaires were administered, February 18, 1947, there were 883 students in attendance at University City High School. Questionnaires were filled out by 854 students. Only fourteen questionnaires had to be discarded because of obvious imperfections. This left 840 questionnaires on which the analysis was based, broken down by sex and year in school as follows:

TABLE 1
Number of Youth Participating in Survey
According to Sex and School Year

	Boys	Girls	Total
Sophomores	151	131	282
Juniors	151	153	304
Seniors	130	115	245
Year not reported.....	5	4	9
Total.....	437	403	840

The students were first asked to think back over what they had done during the preceding week and estimate how much time they had devoted to each of the following twelve activities:

1. Classes outside of school in dancing, art, dramatics, and so on (except music or Sunday school classes).
 2. Meetings after school hours of organizations sponsored by the school.
 3. Meetings of organizations *not* sponsored by the school (include sorority or fraternity meetings, but exclude Scout or church meetings.)
 4. Scout meetings or activities.
 5. Meetings of church or other religious groups (include Sunday school classes, but exclude choir).
 6. Engaging in *supervised* sports and athletics after school hours (school teams, church teams, leagues, and the like).
 7. Engaging in *unsupervised* sports and athletics after school hours (sand lot, back yard, and so forth).
 8. Watching sports and athletic contests.
 9. Attending concerts, plays or lectures (exclude church events).
 10. Movies.
 11. Dancing or parties—supervised or chaperoned (exclude dancing classes).
 12. Dancing or parties—unsupervised or unchaperoned.
- OTHERS:

For another group of nine activities, the students were asked to indicate separately the time spent on each activity "at home" and "elsewhere."

13. Music (lessons outside of school, practicing, band, choir, and so on).
 14. Playing games (checkers, cards, ping pong, and so forth).
 15. Making things (hobbies, crafts, and the like). List each hobby or craft below.
 16. Radio listening (count only time not elsewhere classified).
 17. Reading (other than studying for school).
 18. Studying outside of school.
 19. Regular or odd jobs to earn money, or helping with housework.
 20. "Loafing" or "messaging around" with friends (visiting, "killing time," "passing the time of day").
 21. "Loafing" or "messaging around" alone.
- OTHERS:

They were then asked to add up the figures, and if they totalled more than sixty hours (the estimated time available after deducting sleep, school, eating, walking to and from school) to revise the figures. They were also asked to indicate with a "one," "two," or "three" those activities in which they would like to engage more (a) if they had more time (on the left side of the sheet); (b) if there were more or better facilities (on the right side of the sheet).

Other questions followed concerning summer camp experience, relative interest in different types of specific recreation facilities, and suggestions for making the city a better place in which to live. Names and addresses of organizations to which they belonged were called for on the last page, as well as classifying information such as age, sex, year in school, and religion. The approximate

house number and street name of the youth's home address were also requested so that responses could be spotted on a map. The neighborhood allocation made possible the comparison of differences between youth in contrasting socio-economic strata. The accompanying map shows the distribution of youth according to residence.

The following table shows the per cent of youth who reported spending half an hour or more on each specified activity, as well as the average number of hours spent per youth reporting:



TABLE 2
Per Cent of Youth Engaging in Each Activity
and Average Number of Hours per Week, per
Youth Engaging in Each Activity, by Sex

Activity	Per cent engaging in each activity		Average number of hours per youth engaging in each activity	
	Boys	Girls	Boys	Girls
Studying	87	94	8.4	8.4
Radio listening	92	93	7.1	8.2
Loafing with friends.....	85	90	7.2	6.2
Jobs and housework.....	73	86	8.2	6.5
Reading	82	91	3.9	3.9
Movies	67	72	4.1	4.2
Musical activities	23	43	6.5	5.5
Games	66	60	3.3	2.3
Watching sports	68	47	3.3	2.6
Hobbies	33	42	4.9	4.1
Loafing alone	43	61	2.8	3.3
Unsupervised sports	57	27	4.1	2.6
Religious activities	43	58	2.6	3.0
Chaperoned parties	24	42	3.9	4.4
Parties, unchaperoned	29	37	4.0	4.3
Club activities	40	52	2.7	2.6
Supervised sports	40	27	3.9	2.4
Concerts, plays and lectures	27	38	2.0	2.2
School activities	29	32	2.0	1.9
Scout activities	15	5	3.5	3.0
Classes	5	14	2.0	2.2

(Note: The activities in the above table are ranked according to the total time spent on them by both boys and girls.)

A higher proportion of boys than girls reported spending time on the following activities: watching sports, supervised and unsupervised sports, and games. The average amount of time per youth reporting was forty-eight per cent greater for boys than girls for these four activities.

A higher proportion of girls than boys reported spending time on the following activities: studying, reading, movies, religious activities, unchaperoned parties, club activities, school activities, and con-

certs, plays and lectures. On these activities boys and girls averaged about the same amount of time.

On the following activities a larger proportion of girls than boys participated, but the average time spent per activity was greater on the part of boys than of girls: loafing with friends, jobs and housework, hobbies, and musical activities. Girls exceeded boys in the proportion reporting, and the average time spent, on loafing alone and on chaperoned parties.

Without more information about the specific activities engaged in, it is difficult to generalize about the relative "worthwhileness" of activities. However, questions might be raised about the three hours spent per week, reported by about half of the young people, on loafing alone. Loafing with friends, on which about eighty-seven per cent spent 6.7 hours each, might be construed to have certain social values. However, organized clubs, classes, or hobbies might be considered a better use of time. Approximately 610 hours per hundred boys were spent loafing with friends, and 150 hours loafing alone. Radio listening consumed another 652 hours. In comparison, Scouting involved only fifty-three hours per hundred boys; musical activities, 150 hours; concerts and the like, fifty-four hours; school activities, fifty-eight hours; hobbies, 159 hours; club activities, 108 hours; religious activities, 112 hours. All of the above activities combined accounted for only 694 hours for the hundred boys, as compared to the 760 hours spent loafing, and the 652 hours spent radio listening.

Some indication of the much greater time spent on "loafing" in areas with poorer home environments is provided by data tabulated separately for the working class section of University City. The boys from this section reported spending 956 hours per hundred boys on loafing with friends, as compared with the average of 610 hours for the city as a whole. Club activities, on the other hand, accounted for only thirty-one hours as compared to 108 hours for the city as a whole. Less than half as much time was spent on hobbies in this section than in the city as a whole, and more time was spent on jobs or housework (1,038 hours per hundred boys as compared to 600 hours for the entire city). Movies accounted for twice as much time in this section as in the city as a whole (525 hours as compared to 275 hours).

Space was provided on the questionnaire for writing in the names of other activities which could not be included under the twenty-one listed categories. The following appeared among the added items:

Name of Activity	Number Reporting	
	Boys	Girls
Listening to records or selecting and arranging phonograph records.....	3	18
Talking on telephone.....	3	17
Driving motor vehicles.....	14	6
Shopping, house hunting.....	5	17
Skating	5	9
Social gatherings	4
Horseback riding	1	4
Pool, billiards, bowling.....	19	2
Outside work for fraternity.....	1	3
Dates with opposite sex.....	11	5
Letter writing	4	13
Swimming	2	4
Hiking or picnicking.....	2	10
Trips to zoo, art museum, or historical points of interest.....	..	3
Hunting, fishing, shooting.....	5	1
Visiting with relatives, friends of fam- ily, and so forth.....	3	3
Riding around in street cars or buses (other than going to school).....	3	2
Participating in dramatics.....	3	1
Soliciting money for charity.....	..	1
Ads for Dials.....	..	1
Library	2
Volunteer clerical work.....	..	1
Total.....	84	127

One of the most interesting aspects of this study was the preference registered by the youth for activities. They were asked to write their first, second or third choice to the left of those activities in which they would engage more if there were more time. On the right side of the questionnaire they were asked to write their first, second or third choice next to the activities in which they would participate more if there were more facilities. The following table shows their choices:

TABLE 3
Comparative Preferences for Engaging More
in Each Activity

Activity	Engage in activity more if there were more:			
	Time		Facilities	
	Boys	Girls	Boys	Girls
Supervised sports	66	45	40	31
Unsupervised sports	60	17	47	33
Concerts, plays and lectures	24	50	32	51
Watching sports	39	21	31	30
Hobbies	33	37	24	15
Reading	28	65	3	6
Chaperoned parties	15	26	25	25
Musical activities	19	43	7	8
Unchaperoned parties	26	31	8	12
Movies	19	31	8	12
Games	17	15	26	15
Classes	6	27	8	31
Loafing with friends.....	20	23	8	9
School activities	17	18	8	10
Jobs or housework.....	18	7	17	11
Club activities	12	16	11	13
Radio listening	15	12	5	5
Religious activities	7	10	4	9

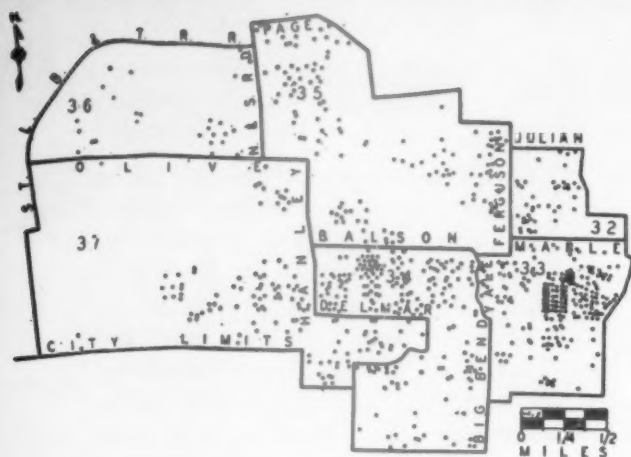
Scout activities	11	3	3	5
Studying	6	9	2	2
Loafing alone	1	2	1	1

The activities in the above table have been placed in order according to the total of the four columns, a rough composite of preferences expressed by boys and girls. It can be seen that there is a general relationship between the ratings given by the youth in terms of "if there were more time" and "if there were more facilities." An exceptional activity was "reading," which received a higher score than any other activity from the girls. Both boys and girls indicated a low preference for more reading if there were more facilities. In view of the adequate home, school and public library facilities in University City this score seems quite plausible. Musical activities seemed to be another activity for which the youth felt there were sufficient facilities, but they would like to engage in them more if they had more time. Girls indicated a need for more facilities for unsupervised sports while boys indicated a need for more facilities for chaperoned parties. Evidently, the youth thought more facilities for movies were not needed so much as more time to devote to movies.

There are a number of significant differences between boys and girls and their preferences for activities, which show up in the above table. Sports are preferred more by boys, while concerts, plays and lectures are preferred more by girls. Reading is preferred much more strongly by girls than boys. Girls prefer chaperoned to unchaperoned parties, while the reverse is true for boys. Strangely enough, boys feel that more facilities for chaperoned parties are more important than more facilities for unchaperoned parties, even though they prefer engaging in the unchaperoned parties on the basis of "if there were more time." Musical activities, movies and classes are preferred more by girls than by boys.

One of the astounding observations to be drawn from the above table is that more radio listening ranks close to the bottom of the list in popularity, although it occupied the time of a higher proportion of the youth than any other activity except study. Apparently, the radio is used as a leisure-time occupation for the lack of anything better to do. It is not surprising that studying and loafing alone fall at the bottom of the list.

Evidently more religious, Scout, club, or school activities are not high in the importance attached to them by youth. However, it is possible that the low standing of these activities results from the votes being scattered among separate activities. If several sports had been listed, the standing of



any single sport would probably be lower than the standing of sports not differentiated by type.

A surprising fact, discernible from the above table, is that playing games is nearly as important in the eyes of youth as going to movies. Interest is expressed by the boys in more facilities for playing games. Both chaperoned and unchaperoned parties surpass movies in interest-gathering power.

Both boys and girls show a great deal of interest in spending more time on hobbies, this ranking next to sports among the boys, and next to musical activities among the girls. There is not as much interest in more facilities for hobbies as in more time for hobbies. Since most homes in University City have facilities for engaging in hobbies, this reaction seems understandable.

Girls showed a great deal of interest in classes outside of school in dancing, art, dramatics, and so forth, while boys showed comparatively little interest in classes. The girls wanted to spend time on concerts, plays and lectures, only next after their interest in reading. Their responses showed that they wanted more facilities as well as more time. The high cultural standards in University City can easily explain the interest in concerts and the lack of interest in radio. A similar survey in a more culturally handicapped community would undoubtedly show a greater interest in radio and movies, and less interest in concerts, plays and lectures.

Qualitatively, some highly useful material was received in response to the following question: "What concrete suggestions have you for making University City a better place in which to live?" More than a third of the youths contributed a suggestion covering the following topics with amazing thoroughness: parks, playgrounds, swimming pools, recreation centers, teen towns, cultural activities, transportation and streets, sanitation, police and laws. The original suggestions were classified and listed in their entirety in the survey report. The discussion of the specific suggestions

helped to arouse interest in a way that could not have been done by a mere statistical summarization.

Each person was asked to list the name and address of each youth organization to which he belonged, such as Scouts, Y's, clubs, sororities, fraternities, church, library or the like. The chief types of organizational affiliations which were reported were religious groups and sororities or fraternities. Forty per cent reported membership in one, or more, religious group. Thirty per cent reported membership in a sorority or fraternity. No organizational affiliations were reported by twenty-two per cent. The following table shows the types of organizational affiliations:

TABLE 4
Type of Organizational Affiliations of
University City High School Students

Type of Organization	Total	Boys	Girls
Libraries	126	47	79
School clubs and councils.....	65	21	44
Jewish national program groups	22	2	20
YMCA and YWCA.....	93	45	48
YMHA and YWHA.....	33	20	13
Boy and Girl Scouts.....	73	62	11
Other Community Chest			
agencies	8	4	4
Music organizations	5	3	2
Religious bodies (choirs, Sunday schools, youth associations, churches, and so forth)	360	158	202
Masonic junior organizations...	35	19	16
Hobby clubs	19	18	1
Game clubs	20	11	9
Skating and riding clubs.....	6	2	4
Sports groups	8	3	5
Country clubs and Missouri Athletic Club	4	4	0
Social groups other than sororities and fraternities.....	23	3	20
Sororities and fraternities.....	279	114	165
Miscellaneous	14	5	0

(Note: These figures do not add up to the total of young people included in this survey because some youths reported several organizational affiliations.)

This survey suggests the need for more investigations to determine differences in the way youth use their leisure time, on the basis of such factors as: proximity to recreation facilities, economic and cultural level, season of the year, size of community, region of the country, and age of youth. There also needs to be an investigation of the validity of estimates made by the youth at the close of the week for which the estimate is sought. More detailed studies, based upon depth interviews with samples of youth, are needed to determine more specific information regarding the types of activities wanted. An evaluation of the different types of activities, from the standpoint of the constructive, neutral, or destructive elements which are judged to be present, is also needed.

Parents, teachers, club leaders and the like could well be asked to rate the different activity choices of youth to determine the consensus of opinion as to their relative value. Such research should provide a helpful guide to planning extra-curricular activities for youth based upon what they want, as well as what adults consider they want or think is good for them.

An interesting by-product of the survey was a page of pictures in the rotogravure section of the *Saint Louis Post-Dispatch*, published on the anniversary of the survey. Considerable interest in providing more recreation facilities was stimulated through the survey. During the summer of 1947,

free swimming and tennis lessons were offered, and two arts and crafts shops opened. Later, three school gymnasiums were opened for use on Saturday mornings. A snack bar was installed in the high school cafeteria and six all-weather tennis courts have been included in plans for an athletic field, which will be constructed soon. A full-time director of recreation has been appointed recently by the University City Board of Park Commissioners. While these results are not great, and cannot be attributed solely to the survey, they do indicate how a significant piece of research in the leisure-time activity of youth can be of assistance to an active program.

Federal Recreation Services

Where to address inquiries for specific information

THE FEDERAL Inter-Agency Committee on Recreation is organized for the purpose of coordinating activities in the field of recreation of the Federal Agencies belonging to the Committee. The Committee announces that inquiries for specific information regarding the recreation facilities and services of the Federal Government should be addressed directly to the agencies concerned at Washington, D. C., or to any of their field offices. The following is a list of the member-agencies, together with a brief statement of the type of recreation facilities or services with which each agency is concerned:

CORPS OF ENGINEERS, DEPARTMENT OF THE ARMY—Recreation in Navigation and Flood Control Project Areas under jurisdiction of Corps of Engineers.

NATIONAL PARK SERVICE, DEPARTMENT OF THE INTERIOR—Administration of national parks, monuments, historic sites and other areas which comprise the National Park System, and reservoir recreation areas of national significance; development of recreation facilities at Bureau of Reclamation reservoir-sites of less than national significance and their interim management pending transfer to state or local agencies; cooperation with other Federal and state agencies in planning for park, parkway and recreational-areas programs.

FISH AND WILDLIFE SERVICE, DEPARTMENT OF THE INTERIOR—Recreation in National Wildlife Refuges and Federal Fish Culture Stations.

EXTENSION SERVICE, DEPARTMENT OF AGRICULTURE—Inquiries on rural community recreation should be addressed to the State Agriculture College of one's own state, or to the Extension Service of the United States Department of Agriculture.

FOREST SERVICE, DEPARTMENT OF AGRICULTURE—Recreation in the national forests.

OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY—School and community recreation; outdoor recreation and camping.

CHILDREN'S BUREAU, FEDERAL SECURITY AGENCY—The Children's Bureau is concerned with the provision of adequate leisure-time services to families and neighborhoods in both rural and urban areas. This includes standards of group work, recreation and organized camping, which will insure community programs to meet the needs of all groups.

PUBLIC HOUSING ADMINISTRATION, HOUSING AND HOME FINANCE AGENCY—Recreation, in connection with public housing projects, for adults and children.

General inquiries concerning recreation matters not believed to fall within the field of responsibility of any agency or agencies may be addressed directly to the Federal Inter-Agency Committee on Recreation, Room 5138, Interior Building, Washington 25, D. C. The committee office will refer the inquiry to the proper sources when known, or see to it that the information is obtained and sent forward.

Substitute Mothers



TLC IS THE painless wonder drug prescribed for all young patients of Bellevue Hospital, regardless of their ailments. Although not a new discovery, it was on February 17, 1947 that TLC—Tender, Loving Care in any man's language—was formally introduced as an integral part of a New York hospital's medical program. Since then, women have been coming in droves to Bellevue to volunteer their services as "substitute mothers," offering the children the affection and companionship ordinarily deprived them when they have to become hospital patients.

Prospective "mothers" are not arbitrarily selected; they must first take a two-week course consisting of six lectures, three practical observation periods and an orientation period. These are designed to help the hospital, and themselves, find out if they are really qualified and sincerely interested in their undertaking, and not merely motivated by the glamor of the idea or some personal frustration. In addition, the volunteers meet once a week for discussion and are taught to read medical charts so that they are capable of deciding upon the activities best suited to the physical and mental condition of their children. After they have been accepted by their leader, Mrs. Henry Alexander, who also is a volunteer, and the hospital staff, their service schedule is arranged to suit their convenience. Volunteers may elect to be present at the children's ten to twelve a.m., two to four p.m. or five to seven p.m. play periods and also spend some extra time in helping to create a puppet for a special show, add some curls to a bald-headed doll, and to contribute in other ways to maintaining play equipment in good condition.

The mothers not only love the children with whom they work, but also learn to understand the interests of all age groups. They work with doctors, nurses, psychiatrists, social workers. A trained recreation director formerly paid by the Social Service Auxiliary of Bellevue Hospital is

now dependent on voluntary contributions to the Children's Committee of Bellevue. Volunteers come from all walks of life—some are college students majoring in recreational therapy; some are housewives; others are socialites or business women. They differ in age, too, but never in their prime goal—caring for the unfortunate youngsters whose lives have been disrupted by some disease or affliction.

In one Bellevue ward, you'll find youngsters suffering from Pott's disease, forced to lie outstretched in bed in one position. Some of the children will be listening to the story of Peter Rabbit, told by one of the substitute mothers. A few little girls will be playing with their dolls, sharing their enthusiasm with a volunteer.

In another ward, there's the buzz of activity as youngsters who are able to leave their beds for a while gather about a table to play a game, draw or paint, build a house of blocks. Some prefer group activity; others like to "seesaw" or play house with a special friend; still others choose to pull a walking duck back and forth across the room, pausing only to have their substitute mother flatter their toy or to "look how my duck waddles."

No one in any ward is neglected. Substitute mothers comfort and play with all of Bellevue's children between infancy and twelve years of age. They are not permitted to visit quarantined cases, but make certain that games and other amusements are also provided for these boys and girls.

Requests of hospitalized youngsters for playthings vary greatly, a familiar situation wherever there are large groups of children. One child may ask for a weaving set, another for a microscope.



One little girl has never smiled. She has learned to play with others occasionally, and listens to stories.

One girl, upon admittance, wanted a Bible more than anything else—a wish that was granted as quickly as possible.

But most of the children do enjoy the books, puzzles, cards, jewelry sets, radios, phonographs, records and candy which thoughtful people send them from time to time. One ward even boasts its own organ. Arnold Constable's, one of the Fifth Avenue department stores, each month sends a carload of toys to Bellevue, and the Madison Square Boys' Club makes major repairs on all broken tricycles, scooters, baby carriages and the like. The New York Plant and Flower Guild sends flowers. A few Hollywood celebrities have sent huge decorative cakes which they, in turn, have received in honor of their visits to New York.

Not so long ago, a native of India weekly visited the various wards bringing, each time, large baskets of fruit and entertaining everyone with amazing stories. Last Easter, someone sent a giant-sized chocolate bunny, and smaller baskets filled with good things to eat. Of course, Christmas also means some extra special surprises along with a party and all the trimmings. Exciting programs are planned for almost every holiday, and unexpected visits from stage, screen and radio stars help, too. There is soon to be an outdoor garden where many of the children will be allotted small plots of ground for planting trees and vegetables, to remain under their personal supervision.

Emphasis at Bellevue is always upon making the wards as homelike as possible. Even the furnishings are conditioned by this desire. Tables and chairs are gaily decorated and scaled to little folk size. Drawings, pictures, plants and flowers placed about lend a more cheerful atmosphere. Hospital-like tin cups and plates are being put away in favor of colorful plastic dishes and miniature, easier-to-handle utensils. Gone, too, are the unattractive white hospital gowns. Now the children are clothed in gay dresses and bright suits they would wear for going to school. These outfits are supplied by the city and are washed and pressed in an unusual laundry especially built for children only. Substitute mothers wear comfortable rust-colored smocks, not unlike the housecoats that may be worn by mothers at home.

Children who must return to needy homes after dismissal from Bellevue are given clothing to take with them—a donation of the Heckscher Foundation for Children. To add further to their feeling of security, and to minimize the sudden change in conditions, children may also take home the toy to which they have become most attached during their hospitalization.



Children live and play in surroundings as homelike as possible. Gay dresses replace white hospital gowns.

The problems of each child here are different, and it is up to the substitute mother to treat each as an individual, catering to his smallest needs and emotions. Where one child may have an extremely happy nature, another's need for attention and care may seem insatiable. There's a little blonde girl, about three years old, in one of the wards, who has never smiled. She plays with her toys, joins the other children on a few occasions, listens to the music and stories, but nothing and no one can ever bring a hint of a smile to her lips.

Substitute mothers have a very grave responsibility indeed, for not only do they plan the children's recreation program, but, in many cases, their future lives as well. There are a number of boys and girls who must spend a great part of their lives in the hospital. Therefore, it is the volunteers, in constant association with them, who help, to some degree, in molding their development into teen-agers, in teaching them skills and interests to be used later on, in showing them their way in life.

The "mothers" are doing wonderful work, as is evident in the happy faces of playful children who know that the arms of these women are always outstretched to cradle and comfort them.

Bellevue Hospital is showing much concern for the normal recreation development of these youngsters. The program, although still in the experimental stage, has accomplished much medically, spiritually and emotionally. It is to be hoped that city subsidization, which now is under consideration, will make it possible for this wonderful program to continue.

World



at Play

Center for Displaced Teen-Agers—A pioneering project, first of its kind in Germany, was inaugurated recently when an adolescent center in the British Zone was opened for sixteen to eighteen-year-old displaced youths. The forty-room center, located in an old German cavalry school in the town of Verden, has long been a plan of the Unitarian Service Committee in cooperation with the Universalist Committee. Eventually the center will become the home of ninety displaced boys and forty girls. The boys will attend a trade school in the town, operated by the British Control Commission of Germany, which provides courses in tailoring, radio, carpentry, general mechanics, electrical work, cobbling, masonry and bricklaying. Facilities of a nearby agricultural school will be available to boys who are interested in farming. Since, however, no comparable training is provided for the DP girls, the center will develop and operate, within itself, its own program of sewing, care of babies, cooking and housework, in general.

School hours over, the center will provide a modern health program. Recreation and sports will be supervised by a trained worker and, in addition, there will be English instruction and discussions designed to orientate the boys and girls toward life in America or parts of the British Commonwealth to which they may emigrate.

More Books for More Children—Observance of the 1948 Children's Book Week was climaxed by the Boys' and Girls' Book Fair, November 19-22, at the American Museum of Natural History in New York City. Sponsored by the *New*

York Times, the Children's Book Council and the Museum, this second annual Fair was a colorful and popular event attended by young people of all ages, their parents, teachers and librarians. The continuous entertainment included dancing and dramatic groups, puppet shows, community singing and folk dancing, and personal appearances of favorite authors and artists. Thousands of books were on display, including foreign language editions, with the original illustrations and photographs.

Guide for Leaders—The Department of Recreation of Martinsville, Virginia, was anxious to have a very successful summer program this year. Therefore, it compiled a guide for play leaders which offers suggestions for varied and entertaining programs; qualifications of a good leader; recommendations on the care and equipment of buildings and grounds, registration, general conduct on the playgrounds, public relations, publicity and the like. Stressed throughout the guide is the underlying theme that a leader must not only be responsible, friendly, creative, imaginative and capable, but that a *good* leader must also have a firm conviction as to the importance of his job, a desire and capacity for work, definite goals and plans, kindness, a keen sense of justice, and a ready smile.

Festival Time Soon—It's almost time to start planning for the National Folk Festival. The fifteenth annual singing and dancing frolic will again be held April 6, 7, 8, 9 in St. Louis, under the sponsorship of the Associated Retailers.

A Try On The Ski Trail*

Frank Elkins

OUR DESK IS "snowed" under with correspondence describing the vast program of improvements and expansion in the Northlands and a load of inquiries from beginners, especially, who want to know "everything that should be known in the sport of skiing." Many thousands will be taking to this health-building activity for the first time this winter.

Basically, all skiing techniques—those which have proved their value over the years and those new on the market—have one idea: to show you how to control your skis and thus to enjoy the sport at its maximum.

Remember, though, beginners should obtain good instruction. The comparatively small cost of such lessons will repay you a thousand times in the long run.

A Few Tips

The first thing a beginner should know is how to walk on skis. When walking, you are actually gliding, for at no time will you lift the ski from the snow. Take longer steps or glides than you ordinarily do, and use your poles. Here's how. Take a long step forward with your left ski, placing the right pole in the snow opposite the left boot and use it to push yourself forward as you advance the right ski. Reverse the procedure, but always remember to keep the skis parallel and as close together as possible. That's all there is to it.

For directly reversing while standing still, either on the level or on a hillside, the kick turn is considered the best method. With skis together, place the left pole at the tip of the left ski and the right pole at the rear of the right ski. Then, using the poles to balance yourself, raise your right ski into the air so that the rear end of the ski rests in the snow alongside the front of the left ski. Quickly turn your right foot outward and bring the ski down so that it is parallel with the left ski, the point facing to the rear. At the same time, bring the left ski around to complete the turn. Reverse the procedure to turn to the left.

Four Ways of Climbing

To come down a hill, we must learn first to go

up. There are four common methods of climbing:

1. Straight climbing in the direction desired. By using the poles, you can climb gradual slopes; with proper wax or with climbing devices, somewhat steeper slopes.

2. Switch-back or zig-zagging (traversing) up a steeper slope. Climb as steeply as possible *across* the face of the hill, execute a kick turn and zag back.

3. Use herringbone for fairly steep slopes. Place each ski at an angle in the snow (turned out) and, as you ascend, you'll leave a herringbone pattern behind you. This is quick and efficient, but quite tiring.

4. Sidestepping is used for the steepest slopes, or for short, steep or obstructed bits of terrain. Standing with skis parallel and at right angles to the slope, take a side step upward with the uphill ski, using the downhill pole for support. Then, shifting your weight to the uphill ski, bring the downhill ski alongside and repeat the process.

After mastering these fundamentals and having the "feel" of your skis, you are now ready for the fun of skiing—downhill running. Remember this cardinal principle: the whole science of skiing begins and ends with the knees and the ankles. Your knees act as a spring to absorb terrain shocks under the skis. They should always be relaxed and springy. Also, stand straight on the slope; do not lean into it as is the natural tendency.

From here on, into the snowplow, the stem turn, jump turn, and the like, your best guide will be instruction and, of course, experience.

Learn the Fundamentals

The importance of learning to ski through the proper channels cannot be stressed too much. Don't try to be a champion overnight. Start on practice slopes. Then, when you have improved sufficiently, attempt the steeper hills. But be sure that you have learned the fundamentals before trying advanced trails. Emphasis should be placed on the importance of being relaxed at all times. Never overdo your skiing. Stop when it becomes hard, tiresome work. No good ski instructor will try to make the sport a drudgery for his pupils. Never ski unless snow conditions are suitable. Remember—"ski safely."

For those who will take to the woods and hills to enjoy their snow-clad beauty during the winter, we remind you of the words of the late Fridtjof Nansen, great Norwegian diplomat and humanitarian: "He who wishes to become acquainted with Nature in her noblest form should learn to ski!"

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A Community Builds for Fun

This article is based on an interview with Mr. Kenneth Norrie, in charge of planning with the Country Homes Estate Community Civic Group, Spokane, Washington.

RESIDENTS OF THE Country Homes Estate, a wartime housing project, were not content with the little their community had to offer in the way of outdoor recreation, and began to demand that something be done about the problem. Located nine miles from Spokane, the community was somewhat isolated from the numerous city facilities; the people desired some of their own.

It was in the fall of 1947 that the men of the community banded together to solve the recreation problem. They organized the Community Civic Group, elected officers, and acquired a membership numbering 600—nearly one-half the total population of the two-square-mile area.

The group wasted little time in viewing its newly adopted plan, that of undertaking a project for the recreational benefit of the entire community. One member mentioned building a picnic ground, another a park, but each of these suggestions was voted out. The children's welfare was foremost in the thoughts of the members. This community was, for the most part, made up of young families with grade school children. Juvenile delinquency was not yet a problem, but why not build something to keep the children busy so as not to give delinquency a start? Besides—three main highways enclosed the community in a triangle; the speeding cars were a constant worry to the mothers of small children.

A motion to build a recreation playground, one which could be used by both children and adults, was carried by an overwhelming majority, and a committee was immediately selected to carry out the project.

Kenneth Norrie, a local college professor and an engineer by trade, was placed in charge of building, and was asked to draw up plans. A local chicken rancher made the first move when he donated a huge piece of land which was centrally located. As long as the land was used for a play-

ground, the community could have it rent free.

Realizing that funds would be needed to start building, Mr. Norrie organized a group to do house-to-house soliciting for donations. The results of this were encouraging. Over half of the people gave to the plan, and ninety-five per cent of the donations were of five dollars or more.

Mr. Norrie then set to work with his planning committee in putting ideas down on paper. The final draft called for a softball field, a tennis court, and a basketball court, to be used jointly by adults and children; and for the youngsters alone, it was proposed to construct a slide, five swings, a horizontal ladder, three teeter-totters, a sandbox, a merry-go-round, and a wading pool. Also included in the plans were drinking fountains, lavatories, and an equipment room.

With this goal in mind, the planning committee enlisted the help of other members of the community, and all who could lend a hand joined in to begin construction. The first project was the building of an elongated picket fence, ten feet in height, to enclose the spacious field.

There was a shortage of experienced carpenters and plumbers in the area, but this did not worry the enthusiastic group. Members pooled their knowledge and each did what he could. Insisting that anyone could drive a nail, they went ahead to build forms for the wading pool with the determination of professional carpenters. Others joined in digging a 400-foot ditch for water pipes and sewage drains. Even with the generous contributions of many interested people, there was no money to spare for the hiring of professionals; and, for that reason, everything was constructed on a cooperative plan, pooling time, ideas and labor.

At the end of the field marked for the softball diamond, one group removed a rise in the ground near the middle of the proposed playing space, while another group cleared excess clumps of grass

which were prevalent in most of the area.

Even with the free labor and tools, however, financial difficulties were inevitable. The cost of materials for the water facilities and teeter-totters, metal supports for the swings and ladders, and backboards for the basketball hoops totalled above the granted sum. But the Spokane Athletic Round Table, a city sports organization, came to the rescue with a \$250 donation to help defray the rising expenses. The Washington State College Agriculture Extension Department offered the Civic Group sufficient numbers of assorted trees to beautify the recreation grounds and to give it wind support, the trees having been added this summer.

The outstanding problems of the project have now been met, and the facilities for baseball, basketball and tennis are in use by the adults and the children; swings, slide, teeter-totters, and sandbox are available for the children. After working out on the diamond, local men entered a softball team

in the country league and are using the playground as their home field. With this number of recreation facilities, a hundred people can be accommodated actively at any one time at the center. Sixteen hundred residents of the community are planning to make use of this completed project.

Even now the Civic Group has the maintenance problem of trying to provide management and care for the playground. Facilities were given over to the Y.M.C.A. for management last summer, since a full-time director was needed to keep the recreation plant in full swing.

To many of its donors the project already has meant financial returns. Real estate men have praised the community center and have estimated that, because of its existence, the price of each house in the area should bring in an additional two hundred fifty dollars. Members of the Civic Group are justly proud of their undertaking, and the rest of the community share with them in the fun provided for all.



A Settlement Award Certificate

Monte Melamed

THE GRAND STREET Settlement Award Certificate, designed by the arts and crafts department of this New York settlement house, was adopted with the hope of eventually standardizing all departmental awards within the Settlement, and for the purpose of eliminating the *costly* and *ineffective* medals, plaques and pins awarded heretofore. Several hundred certificates can very readily be printed at an approximate cost of thirty-five dollars, which normally should be adequate for several seasons.

In addition to the great difference in cost, the Award Certificates provide the outstanding boys, girls, clubs or groups with an everlasting, memorable and tangible tie with the Grand Street Settlement—similar in principle to the honor rolls which are permanently displayed in the vestibules of high schools and colleges, or the Hall of Fame picture galleries of outstanding athletes of physical education departments.

Medals, plaques, pins and insignias, on the other hand, tarnish quickly, are frequently lost or misplaced, or very often do not lend themselves readily for display; while the Award Certificates, when properly framed or laminated, may be appropriately hung in the individual's home or room along with school diplomas or college sheepskins. I might add here that organizations wishing to spend a little

more money would do well in laminating the certificates onto especially constructed plywood instead of using the ordinary framing process. Laminating not only enhances the appearance and richness of the certificate, but preserves it permanently and, at the same time, eliminates the danger of broken glass or frames when displayed in corridors or club rooms throughout the building.

At Grand Street we have adopted the policy of laminating the certificates and displaying them permanently throughout the corridors of the building, since clubs or groups receiving them are inevitably faced with the problem of "Who is going to hold the certificate?" This, however, is done with the understanding that clubs or groups leaving the Settlement, or disbanding or moving out of the neighborhood may, at any time, call for their Award Certificates. To date, however, all clubs and groups have unanimously voted for the request "to leave their certificates in the Grand Street Settlement forever."

(Mr. Melamed, who is Director of Activities at Grand Street Settlement, 283 Rivington Street, New York 2, writes us:

"I shall be happy to assist interested organizations in designing and setting up of similar certificates, giving them full particulars as regards printing costs, cuts, paper stock, laminating procedure and sources of supply."—Ed.)

Recreation News

Declaration of Rights

A SPECIAL CABLE recently sent to the *New York Times* from Paris, France, reports that the universal right to rest, leisure, reasonably limited working hours, and paid holidays was adopted as a part of the draft of the international declaration of human rights by the Social Committee of the United Nations General Assembly.

The text of the article, as adopted by a vote of twenty-five to four, is as follows: "Everyone has the right to rest and leisure, to reasonable limitations of working hours and to periodic holidays with pay."

A number of recreation executives throughout the United States had sent letters to the National Recreation Association commenting on recreation and leisure as a right, and giving suggestions as to the inclusion of some statement with reference to this subject in the UN's international declaration. The NRA forwarded a statement on this entire subject to the United Nations.

Park Executives' Golden Anniversary

THE FIFTIETH ANNIVERSARY convention of the American Institute of Park Executives at Boston, October 3-6, provided a happy occasion for a review of the growth of the park movement in America during the past fifty years, and "a look at the twenty-five years ahead." Theodore Wirth, a charter member of the Institute, and one of the outstanding park leaders of the country, gave an unusually interesting and informative historical review, and Will O. Doolittle, managing editor of *Parks and Recreation*, gave an eloquent interpretation of the human values in park service.

Many outstanding local, state and national park leaders gave their forecast of the problems and developments of the next quarter of a century. Charles E. Doell, President of the Institute for

the past year, reviewed developments in the park field and the activities of the Institute during the year.

Meeting with the Institute were the American Association of Zoological Parks and Aquariums and the American Association of Botanical Gardens and Arboretums.

The following officers and new directors were elected for the current year: Robert E. Everly, Superintendent of Parks and Recreation in Glenco, Illinois, President; James J. Curtain, Superintendent of Parks, Waterbury, Connecticut, Vice-President; Earl F. Elliot, Superintendent of Parks in Rockford, Illinois, Treasurer; P. B. Stroyan, Superintendent and Engineer, Park Department, a director; Raymond E. Hoyt, Regional Chief of Lands of the National Park Service, a director.

* * *

Statement from two of the convention addresses:

Theodore Wirth—"The Playground Association, later and currently the National Recreation Association, met first at the White House in 1906 at the invitation of that champion of the outdoors and the underprivileged life, President Theodore Roosevelt. Joseph Lee, Jane Addams, Jacob Riis, Dr. Luther Gulick, Sadie American and others were the national leaders in child welfare who attended this timely and effective meeting. In the forty-two years of its aggressive work, this Association, founded and supported by a philanthropic membership, has been largely responsible for the rapid development of parks and playgrounds in all parts of the country and for the acquisition of lands for those purposes."

President Charles E. Doell—"It is well for the Institute to bear in mind that the National Recreation Association has rendered valuable service to the recreation movement over a period of more than forty years. It is possible that a closer and more effective coordination of activities may be had with the NRA as well as with other organizations."

Ski School Caravan

A UNIQUE "neighborhood-to-mountain" program—the Ski School Caravans—has been recently introduced to the thousands of young ski enthusiasts in Seattle, Washington. Inaugurated by the *Post-Intelligencer* newspaper, the plan provides for the direct transportation of boys and girls from their own schools, to Stevens Pass and back again, at nominal cost. In addition, youngsters are being taught the fundamentals of skiing from experts, learning how to guard against accidents. Thus Seattle's winter playground is offering healthful outings for many who might ordinarily be denied the opportunity for such because of financial reasons.

A Last Wish

MRS. LARZ ANDERSON of Brookline, Massachusetts, has left her 100-acre estate in Brookline to the town for a public park for recreation purposes. She has also left funds amounting to nearly \$7,000,000 to Brookline, one of the wealthiest residential cities in the United States, to be used for recreation.

Mrs. Anderson, who had direct knowledge of the National Recreation Association from Joseph Lee, had been an exceedingly active volunteer worker at the time of the First World War, keeping very close to the NRA staff person who was assigned to work in the clubhouse to which she particularly devoted herself. She was eager to be of every possible help and no task was too menial.

Election of Officers

AT THE American Recreation Society's tenth annual meeting, held during the thirtieth National Recreation Congress in Omaha, the following officers were elected:

President, V. K. Brown, Chicago, Illinois, formerly Superintendent of Chicago Park District; First Vice President, Harry Stoops, Sacramento, California, Associate Director, California Recreation Commission; Second Vice President, Charles K. Brightbill, Washington, D. C., Director of Recreation Service, Veterans Administration; Secretary, Wayne C. Sommer, Washington, D. C., Director of Camping, Y.M.C.A.; Treasurer, Charles Graves, Atlanta, Georgia, Recreation Planner.

Retiring president Harold D. Meyer presided over the meeting and, together with George Hjelte, was a principal speaker.



V. K. Brown

RECEIVES MERIT AWARD

Mrs. Martha Maitre, City Playgrounds Supervisor in Mobile, Alabama, has received a civic merit award for excellent work on the city playgrounds. The following presentation appeared in the *Mobile Press*:

Dear Mrs. Maitre:

I want to call the attention of Mobilians to the importance of the work you are doing as playgrounds supervisor. Your hard and devoted work in behalf of youth recreation is bringing joy to hundreds of our children.

This has been a busy and happy summer for the many Mobile children who have participated in your varied and interesting playground program. Through your efforts in planning and directing the playground program, Mobile children have been provided with interesting, entertaining and wholesome recreation.

The program has turned what might have been idle and monotonous summer days into full and busy days of both educational and recreational value.

Outstanding childrens' events in your program were the pet and doll shows. There have been other special events, in addition to the regular program of games and handcrafts.

I know that the mothers of Mobile appreciate the playground program. While the program provides their children so much enjoyment, it also helps give the mothers a little spare time.

I want to commend you for the success of the playground program. As supervisor, you have given far more of your time and energy to this important work than would be required. Your great interest, enthusiasm, and tireless efforts have "put across" the playground program.

You certainly deserve the M. O. Beale Scroll of Merit which I am presenting you.

Civically yours,
M. O. BEALE

Mrs. Maitre writes: "Of course, I was very pleased and proud to receive the award. However, a great deal of credit for the success of our playground program goes to the staff of our splendid playground directors. Also, to the cooperation of Mr. Ernest Megginson, our Commissioner of Recreation, and to our Superintendent, Mr. Warren Carpenter.

"It has certainly been an inspiration to me to work even more to make our City Recreation Department and program the best possible."

He Was Bitten by a Purple Finch

Vernon Sechriest

THE VISITOR RUBBED his finger thoughtfully and exclaimed, "I'll bet I'm the only man in North Carolina today who was bitten by a purple finch!"

The scene was the kitchen of the Joyner's suburban home near Rocky Mount, North Carolina. The exclamation came from a fellow who had obligingly grasped, ever so tenderly, the pretty bird caught in the Joyner traps, while the host was attaching a tiny legband before releasing the little creature to continue its flight among the pine trees. The bite had come as a minor protest against becoming one of the birds officially welcomed to the Joyner household.

Banding birds, however, is just one of the many contacts that the Rocky Mount sporting goods dealer and wild life expert has with bird life every day. His chief diversion is the taking of motion pictures, most of them in color, of birds as they go about their daily business.

Bill Joyner will admit that he knew little about birds, and hardly anything about photography, when he started his unique hobby a few years ago. Yet, recently, when he had finished showing his latest collection of bird pictures at a civic club session, the club members stood up, cheered and declared that it was the finest program of the year.

One of the remarkable things about Bill Joyner's brand of photography is the fact that he appears to be almost within reaching distance of his prey. Sometimes he is. Often, however, he resorts to various tricks, such as using a telescopic lens, mounting a camera on the ground, atop a pole beside the nest, or in a tree, and operating it by remote control. Frequently, though, he does so ingratiate himself with his feathery friends that he is able to touch the bird he is photographing.

While Joyner has spent thousands of dollars on his interesting hobby, he probably wouldn't take a million for the pleasure it has brought him. In fact, he wouldn't think of turning one of the guns he sells against one of the members of the feathered kingdom because he wants "to see him again tomorrow."

A story of Joyner's quest for the real-life preservation of a quail family is a typical example of

his perseverance. First he found a nest, and then went into action with his camera. Not only do his films show the nest, filled to overflowing with fifteen eggs, but there is a closeup of the wife of Mr. Bob White stealing through the grass and slipping into the nest. Later there are scenes of the young quail dodging about in the underbrush.

Bill has a cardinal, a catbird and a brown thrasher who come to his home regularly and fight their reflections in the window of his den. An artificial gloved hand protrudes from his window. A visitor can put the glove on his own hand, substituting it for the artificial one, and then experience the thrill of having birds settle on his fingers and make a meal from the crumbs spread out in his palm. Joyner said that the finest Christmas gift he ever received was the bird "cafeteria," consisting of a sawed-off pine trunk with scooped out holes in the limbs for holding bird food. Bill promptly planted this in his backyard and filled the cavities with seed, peanut butter, suet and other bird delicacies.

The sad case of the bluebird family in a cow pasture has also been put on celluloid. These bluebirds chose a neat cavity in a stump for their home. There the mother bird deposited four tiny greenish eggs and watched nervously over them during the period of incubation. Probably, because of the heat, only two of the eggs hatched. It was so hot, however, that one day when the parent birds stayed away too long in quest of food, the two youngsters literally baked. Bill recorded the frantic efforts of the elder birds as they flew to the stump, time and again, bearing worms in their beaks and vainly trying to get the silent young ones to eat.

When Bill went out to photograph a meadowlark family, he found the mother bird firmly intent upon protecting her young from the eye of the camera. The movies, by a "reverse remote control," show the photographer reaching into the nest and raising the mother a few inches from her seat while the wide-mouthed babies have their pictures taken.

Reprinted from the Raleigh, North Carolina, *News and Observer*.

To a Small Boy

John W. Faust

PHILADELPHIA, WITH characteristic grace and charm, on November twelfth honored one of its great civic servants—a small boy. About 250 of its most socially useful and distinguished citizens; the Mayor and other officials; leaders in the fields of education, social welfare, recreation, business and the professions, attended a reception and banquet, sponsored by the Philadelphia Recreation Association, in his honor.

Speeches were made presenting his intrinsic worth and stature, and his long list of contributions to the field of recreation and to the field of economics. Framed resolutions, engraved and lettered after the manner of ancient ecclesiastical manuscripts, were presented to him. A three-fold cowhide briefcase, hand carved and tooled with recreation scenes, came next. The crowning "chaplet of laurel" was the announcement by the city's Bureau of Recreation that one of its finest planned playgrounds, for his home area of Chestnut Hill, would be named for him.

Who is this small boy? Why, Otto Todd Mal-lery, of course. The years of his service challenge the "small boy" characterization, but nothing so well fits his sparkling inner spirit. If you could have seen him that night, you would agree—tall, with an easy grace and dignity, making everyone acquainted and feeling at home. At the same time, the obvious pleasure and merriment in his eyes made one suspect that thoughts such as these were running through his mind—"Oh, well! I've got to look dignified, at least." "Hope this doesn't turn into a wake." "They're good to show their love and respect like this." "I wonder if they realize to what extent they are also honoring Mrs. Mal-lery?"

While his contributions of the mind were listed and honored, what enhanced the effectiveness of those contributions, and drew the affection of these leaders, were his unquenchable interest in all about him; his "living for the fun of it"; and his capacity for that old fashioned virtue of simple "loving kindness."



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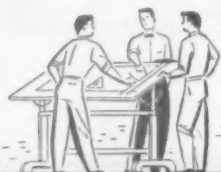
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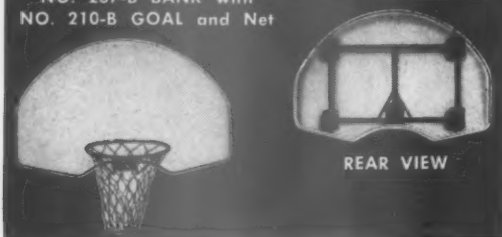
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Recreation

Suggestion Box

Tools for Tomorrow

DO YOU NEED new material for your town recreation program, or new ideas for group activities, or articles for your club paper or newssheet? If so, you can turn to the Division of Youth Services of the American Jewish Committee for free assistance. This service agency, which cooperates with organizations working with children and young people in order to better human relations, will supply you with tools which can enrich your program. Furthermore, it can be extremely helpful in planning your special observances of *Brotherhood Week*, February 20-27.

Here are some of the program tools which you can obtain by writing to the Division of Youth Services at 386 Fourth Avenue, New York 16:

Stories for different age groups—can be used in club magazines and the like.

Youth Feature Service—providing regular releases on events and personalities of interest to youth.

Kits and handbooks—for program directors and youth leaders.

Film strips, together with discussion guides—for schools, settlement houses, churches, community centers and the like.

Exhibit materials—displays, posters, photographs to promote inter-group understanding. The D.Y.S. will also cooperate with you in the preparation of special exhibits for particular occasions and on specific subjects.

Radio material—to be used in programming.

Recordings—for leaders' training institutes and other local groups.

Play scripts—for presentation by church, school or community groups.

For further details about these program aids you may write to the D.Y.S. for their booklet, "Tools for Tomorrow."

Removable Posts on Tennis Courts

AFTER MUCH STUDY on the problem of arranging removable posts for skating on tennis courts

in Great Falls, Montana, the following method was decided upon. Good posts of four-inch steel were sunk deep in concrete. While the concrete job was being done, the posts were greased well and wrapped in heavy paper. After the concrete was hard, the posts could then be slipped out of the concrete hole. In wintertime, before flooding for ice skating, the holes are stuffed with burlap and the cemetery-type tin cans are used to cap the hole.

An Idea

THE MAYOR OF Union, New Jersey, writes a "welcome" letter to all newcomers to the community, telling them about local playgrounds, churches, civic centers, schools, recreation programs, special community observances and so on.

Crafts Groups

A NEW CATALOGUE and instruction manual—*Fun with Felt*—contains reduced size patterns for many attractive projects that can be made from felt. It is available from the Fun with Felt Corporation, 390 Fourth Avenue, New York 16, New York.

For Inexperienced Leaders

THE RAFTER CRAFTERS, Box 97, Pleasantville, New York, are putting out a series of excellent pictorial program aids for the inexperienced recreation leader. Two, *Outdoor Activities for In-Town Groups* and *Program Helps for Camp Leaders*, are packets of twenty sheets of pictorial suggestions, and sell for fifty cents each; one, *Campcraft ABC's*, by Catherine T. Hammett, is a book with many clear illustrations, which sells for one dollar per copy. In each case, a ten per cent reduction is offered on orders of ten or more.

PLAN FOR BROTHERHOOD WEEK

February 20-27, 1949

(Sponsored by the National Conference of
Christians and Jews)

"I am more than glad to join in urging an effective participation by all Americans in Brotherhood Week.

"Religion is the basis for understanding and good will, and it is perverted when it is permitted to contribute to prejudice. The National Conference of Christians and Jews gives a sound community basis for attacking racial and religious prejudices at their foundations, and promoting the essential basis of religion in love and justice."—Charles P. Taft, President of The Federal Council of the Churches of Christ in America.

PARK SERVICE PUBLICATIONS

THE GOVERNMENT Printing Office has recently issued reprints of additional sections of the National Park Service 1938 publication, *Park and Recreation Structures*. The following sections are now available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Title	Price
Barriers, Walls, and Fences.....	\$.05
Bathhouses and Dependencies.....	.15
Boathouses and Dependencies.....	.20
Cabins20
Camp Furniture and Furnishings.....	.10
Comfort Stations and Privies.....	.15
Concessions and Refectories.....	.10
Drinking Fountains and Water Supply.	.15
Lodges, Inns and Hotels.....	.15
Miscellaneous Sports Structures.....	.10
Organized Camp Facilities.....	.40
Picnic Fireplaces10
Tent and Trailer Campsites.....	.10

"THE RECREATION DOLLAR"

WHAT MAKES A good time? Who starts a community program? How much money do you spend on recreation? These and many other questions concerning good living are discussed in an attractive forty-seven page booklet, "The Recreation Dollar," recently published by the Department of Research, Household Finance Corporation. The bulletin has been carefully compiled so that a well-balanced point of view is presented, numerous outstanding individuals in the recreation field having been consulted in the course of its preparation. Recreation executives may secure a copy free by writing the Household Finance Corporation, 919 North

Michigan Avenue, Chicago 11, Illinois, mentioning that the National Recreation Association suggested their doing so.

"The greatest tragedy about human nature is that we put off real living. Real living is often postponed indefinitely. Life, we learn too late, is in the living of it. I plead with you to learn to live."

—Dale Carnegie.



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Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

- Canadian Nature**, September-October 1948
Your Nature Hobby, Donald Culross Peattie.
- Parks and Recreation**, September 1948
Golden Anniversary.
The Second Fifty Years, P. B. Stroyan.
Organizing a Comprehensive State Park System,
Arthur C. Elmer.
The Maintenance Mart.
- Scholastic Coach**, September 1948
Athletic Awards, Kenneth G. Sullivan.
- The Industrial Recreation Building**, A planning guide
by F. Ellwood Allen and Weaver W. Pangburn.
F. Ellwood Allen Organization, 101 Park Avenue,
New York 17.
- Parents Magazine**, October 1948
Common Sense About Comics, Katherine Clifford.
- Beach and Pool**, September 1948
Good Operational Practice.
- Journal of Health and Physical Education**, September 1948
The Old Hemenway Gymnasium, Carl L. Schrader.
Community Cooperation for Community Recreation,
Harold D. Bacon.
- Parks and Recreation**, July 1948
Developing and Maintenance of Grass Areas,
Joseph A. Dietrich.
Fifty Years Ago.
- Parks and Recreation**, August 1948
A Philosophy for Park Structures, J. R. Lawwill.
Recreational Developments in Ohio's State Forests,
Carroll E. Bazler.
Miami Beach's Pre-Schools, Ruth Geller.
The Maintenance Mart.
- American City**, August 1948
Technique for Neighborhood Planning, K. William Sasagawa.
- Parents' Magazine**, August 1948
Hands Across the Color Line, A. Ritchie Low.
- School and Society**, August 21, 1948
Organizing Community Forums, George E. Schlessler.
- Safety Education**, September 1948
Small Craft Safety Education.
Data Sheet.
- Survey Graphic**, September 1948
Garment Workers' Country Club, Victor Riesel.
- Beach and Pool**, August 1948
Clear, Sparkling Water: Modern Methods of Pool Chlorination, A. E. Griffin.
- Public Management**, August 1948
Long-term Capital Improvement Budgeting, S. M. Roberts.
- Golf Events**. The National Golf Foundation, 407 South Dearborn Street, Chicago 5, Illinois. Price \$20.
- Trampolining**, Newton C. Loken. The Overbeck Company, 1216 University Avenue, Ann Arbor, Michigan. Price \$75.
- Highlights of the National Conference on Family Life**—Washington, D. C., May 5-8, 1948. Published by the National Conference on Family Life, 10 East 40 Street, New York 16.
- Understand Your Child—From 6 to 12**, Clara Lambert. Public Affairs Pamphlet Number 144. Public Affairs Committee, 22 East 38 Street, New York 16. Price \$20.

Authors in This Issue

WALTER L. SCOTT—Director of Municipal and School Recreation, Long Beach, California. Article on page 436.

GEORGE D. BUTLER—Research specialist and author, National Recreation Association staff. His book, "Introduction to Community Recreation," has just been published in a new, second edition. Article on page 446.

ARTHUR M. WILLIAMS—Long a staff member of the National Recreation Association, Mr. Williams often serves as the Association's representative in Washington. Article on page 454.

EDWARD B. OLDS—Research director of Social Planning Council of St. Louis and St. Louis County, Missouri. Article on page 458.

MONTE MELAMED—Director of Activities, Grand Street Settlement, New York City. Article on page 469.

VERNON F. SECHRIEST—Managing Editor, *Rocky Mount, North Carolina, Evening Telegram*. Article on page 472.

JOHN W. FAUST—District representative, National Recreation Association staff. Article on page 473.

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Books Received

- Electrical Projects for School and Home Workshop**, by Walter B. Ford. Bruce Publishing Company, Milwaukee, Wisconsin. \$3.00.
- Everybody's Party Book**, by Harry Githens. Eldridge Entertainment House, Denver, Colorado and Franklin, Ohio. \$1.00.
- Health Program for Colleges**, A. National Tuberculosis Association, 1790 Broadway, New York 19.
- Hundred Games for Rural Communities, A**, by Ralph A. Felton. Drew Theological Seminary, Madison, New Jersey. \$3.00.
- Leader's Nature Guide**, by Marie E. Gaudette. Girl Scouts National Organization, New York. \$35.
- Little Golden Book Series—Five Little Firemen**, by Margaret Wise Brown and Edith Thacher Hurd; **Tommy's Wonderful Rides**, by Helen Palmer; **Little Black Sambo**, by Helen Bannerman; **The Little Golden Book of Words**, by Selma Chambers. Simon and Schuster, New York. \$25 each.
- Local Government Finances in Pennsylvania**. Department of Internal Affairs, Harrisburg, Pennsylvania. \$1.25.
- Playing and Coaching Water Polo**, by James R. Smith. Warren F. Lewis, Los Angeles. \$3.50.
- Popular Mechanics Photo Handbook**. Popular Mechanics Press, Chicago, Illinois. \$2.00.
- Rupp's Championship Basketball**, by Adolph Rupp. Prentice-Hall, New York. \$3.00.
- Story of the Olympic Games, The**, by R. D. Binfield. Oxford University Press, New York. \$3.00.
- Teaching Swimming**, by Paul W. Lukens. Burgess Publishing Company, Minneapolis. \$1.50.
- Theatre Handbook and Digest of Plays, The**, edited by Bernard Sobel. Crown Publishers, New York. \$4.00.
- The Happy Home: A Guide to Family Living**, by Agnes Benedict and Adele Franklin. Appleton-Century-Crofts, New York. \$2.75.
- Toymaker's Book**, by C. J. Maginley. Harcourt, Brace and Company, New York. \$2.50.
- Tracks and Trailcraft**, by Ellsworth Jaeger. The Macmillan Company, New York. \$3.95.
- Treasury of Parties for Boys and Girls, A**, by Judith and Caroline Horowitz. Hart Publishing Company, New York. \$1.50.
- Treasury of Parties for Little Children, A**, by Judith and Caroline Horowitz. Hart Publishing Company, New York. \$1.50.
- Weaving You Can Do**, by Edith Louise Allen. The Manual Arts Press, Peoria, Illinois. \$2.50.
- Youth Fellowship Kit**, edited by Clyde Allison. The Westminster Press, Philadelphia. \$3.00.

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A NEW edition of a popular book dealing with methods and problems of organizing and administering a community recreation program.

This revision will give the reader a comprehensive picture of community recreation in the United States. It includes sections covering the nature, extent, significance, and history of community recreation; recreation leadership personnel—its functions, training and selection; the planning of recreation areas and facilities; recreation activities and program planning.

Features of the new edition include developments in community recreation during and after the second World War, recent changes in emphasis in community recreation programs, and up-to-date tables relating to local recreation developments.

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New Publications

Covering the Leisure Time Field

Handicrafts and Hobbies for Pleasure and Profit

Edited by Marguerite Ickis. Greystone Press, New York. \$2.98.

ONE OF THE most exciting leisure-time books that has appeared in a long while, this presents a rich store of suggestions and instructions for the experienced or beginner in crafts, young or old, for the would-be hobbyist. Miss Ickis advocates real recreation, whether these engrossing projects are engaged in for pleasure or profit, and makes each activity seem a challenge to adventure. The book takes nothing for granted; instructions and illustrations are clear throughout; low-cost tools and materials are recommended. Among these exceedingly varied recreations there will be more than a few that you will like. Some of them are: paper pulp modeling and crayon craft; book binding made easy; model railroading; making model autos; model boats; metal craft; fun with felt; plastic craft; block printing; woodworking, and others—more than thirty creative crafts and hobbies with step-by-step directions, diagrams, photographs for making over five hundred articles. *Don't miss it!*

Short Cuts to Finding and Organizing Research Problems in Health, Physical Education and Recreation Through the Use of Library Materials

By Dr. George M. Gloss. Published by the author, 2121 Virginia Avenue, N.W., Washington, D. C. \$1.00.

DR. GLOSS HAS prepared this guide for students and teachers as a result of his eleven years of activity as student and teacher in research in recreation, physical education and health education. He includes detailed suggestions on how to elim-

inate waste time in the use of library materials, in finding source material and references, and in organizing research problems.

The Folk Dance Library

By Anne Schley Duggan, Jeanette Schlottmann and Abbie Rutledge. A. S. Barnes, New York. \$15.00.

THIS PRESENTATION OF folk dance material is a truly noteworthy achievement. In the preface, the authors have stated their purposes in compiling this work and, to their everlasting credit, let it be said that they have achieved every one of their aims. Briefly, these aims were: to present a collection of folk dances representative of as many nations as possible, with clear directions and musical accompaniments for each of the dances analyzed; to arrange the folk dances in units of organization according to specific geographical regions, with representative dances of varying degrees of difficulty within each unit; to present background materials so that the folk dance may be correlated with the program to the end that participants may gain a better understanding of their neighbors in the world at large; to foster a feeling of nationalism in every country and to demonstrate the closer cultural ties shared by the peoples of all nations, thereby promoting a broader concept of internationalism; to indoctrinate boys and girls and men and women everywhere with the idea that participation in folk dances is an indispensable phase of their education.

The five volumes which comprise the library are: The Teaching of Folk Dance, Folk Dances of the United States and Mexico, Folk Dances of European Countries, Folk Dances of Scandinavia, Folk Dances of the British Isles.

The dances are well-chosen, beautifully described, explained and illustrated; the music ar-

rangements are excellent. Eighty-three dances are presented. Suggestive outlines for the production of two illustrative folk festivals, and a typical folk dance party, are given.

For all of you who are interested in using folk dancing as a rich educational experience (instead of a mathematical exercise) it is a "must" for your library. Both school people and recreation leaders will be delighted with the wealth of material covered and the way in which it has been handled. At the present time, the books are not available as separate units. *Helen Dauncey.*

Report of The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation

Athletic Institute, 209 South State Street, Chicago 4, Illinois. \$1.00.

IT IS HELPFUL to have the suggested principles and standards, which will serve as guides for institutions interested in training personnel for the community recreation field as set forth in the *Report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation.*

The subjects included are, for the most part, practical ones with consideration given to: staff facilities; resource materials; recruiting and guidance; curriculum. Due allowance for institutional autonomy has been made by refraining from specific reference to course titles and credits.

The report should be useful to schools as a guide in setting up new programs as well as helpful to those interested in evaluating existing programs.

American Planning and Civic Annual

Edited by Harlean James. American Planning and Civic Association, Washington, D. C. \$3.00.

THE 1948 EDITION of this annual, just published, is the collective proceedings of the annual Citizens Conference on Planning. As have its predecessors, it presents the records of recent civic advance in the fields of planning, parks, housing, neighborhood improvement and conservation of national resources. The subjects chosen represent vital parts of the year-round educational program conducted by the American Planning and Civic Association. These cover planning for national parks, state, county and metropolitan planning, and the citizen's part in planning. A complete set of the *American Planning and Civic Annuals* (13 vol-

umes, 1935-1948) may be purchased for twenty dollars.

Rhythm Time

By Carle Oltz. Clayton F. Summy Company, New York and Chicago. \$1.25.

THIS IS AN interesting collection of music for the rhythmic development of children in the kindergarten and primary school age. It is arranged for piano and includes twenty-one pieces of original music by Mr. Oltz of the State Teachers College, Milwaukee, Wisconsin. In addition to skipping, running, marching, jumping, swaying and other frequently used rhythms, there are rhythms characteristic of large animals, animals that hop, trains, skating, Halloween, dwarfs, and interpretive dance movements. Each piece is headed by a few lines of description and suggested activity.

Gertrude Borchard.

Sports and Recreation Facilities

Extension Service, Colorado A. & M. College, Fort Collins, Colorado. \$.25.

THIS BOOKLET OF suggested plans, designed to help enterprising communities and schools to obtain facilities adequate to their needs, also carries helpful information on selection of sites and surfacing of play areas.

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